

# The History Teacher's Magazine

EDITED UNDER THE SUPERVISION OF A COMMITTEE OF THE AMERICAN HISTORICAL ASSOCIATION

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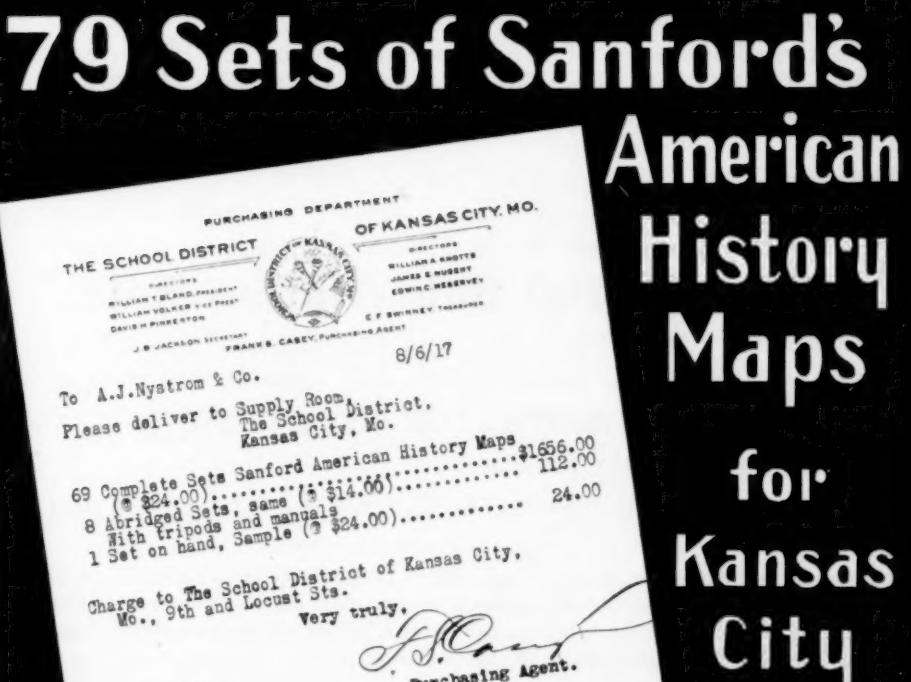
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## National Board for Historical Service

It is now possible to make a brief statement of the work of the National Board for Historical Service. Formed on April 29, 1917. The Board is composed of James T. Shotwell, Chairman, Charles H. Hull, Vice-Chairman, Waldo G. Leland, Secretary-Treasurer, Victor S. Clark, Robert D. W. Connor, Carl Russell Fish, Guy S. Ford, Evarts B. Greene, Charles D. Hazen, Gaillard Hunt, Henry Johnson, and Frederick J. Turner. In addition to the members of the Board, the following historical scholars have assisted the Board in Washington: Messrs. E. E. Brown, E. S. Corwin, C. E. Gould, D. C. Munro, W. Notestein, C. O. Paullin, F. L. Paxson, J. G. Randall, and L. F. Stock, and Misses Louise F. Brown, F. G. Davenport, Harriet Dilla and Elizabeth Donnan. Many persons in other parts of the country have co-operated with the Board.

The Board has carried on an extensive correspondence throughout the country, seeking by this means to direct historical activity into lines of national service. It has furnished advice concerning research work, university courses, public lectures, newspaper and magazine articles, the collection and filing of records of the present war, and other topics. It has had prepared bibliographies of the war such as those which were published in *THE HISTORY TEACHER'S MAGAZINE* for June, 1917, and that which will shortly be issued by the Committee on Public Information.

Active co-operation has been maintained between the Board and the Committee on Public Information. The Board has aided the Committee by making historical researches and by gathering material suitable for publication by the Committee. Dr. W. G. Leland has prepared a pamphlet on the collecting of material respecting the war and its treatment by libraries and historical societies.

Early in its work the Board undertook joint work with the United States Bureau of Education, which resulted in the decision by the Bureau to publish a pamphlet of suggestions to history teachers. This plan was expanded further to include a series of papers to appear in *THE HISTORY TEACHER'S MAGAZINE* from September 1917 to June 1918. The educational work was placed in the hands of four committees, each of which has considered what reorganization of historical material should be made in the usual high school subjects of Ancient, European, English and American history. The general chairman of the educational workers is Professor E. B. Greene, of the University of Illinois. The committees are composed as follows: Ancient History: R. V. D.

Magoffin, chairman, J. H. Breasted, S. P. R. Chadwick, W. S. Davis, W. S. Ferguson, A. T. Olmstead, W. L. Westermann; Medieval and Modern European History: D. C. Munro, chairman, F. M. Anderson, A. I. Andrews, S. B. Harding, D. C. Knowlton, Margaret McGill; English History: A. L. Cross, chairman, Wayland J. Chase, Edward P. Cheyney, Blanche E. Hazard, L. M. Larson, Wallace Notestein; American History: E. B. Greene, chairman, W. L. Fleming, R. A. Maurer, F. L. Paxson, T. S. Smith, James Sullivan, E. M. Violette.

The Board has encouraged the establishment of prizes for distribution among teachers in public high and elementary schools, and by the public spirit of donors it has announced competitions in fourteen states. The prizes are offered for the best essay, primarily historical in character on the subject, "Why the United States is at War." In each state, provision has been made for a first prize for high school teachers of \$75, and other prizes of \$30, \$20, \$15 and \$10; and for a first prize of \$75 for elementary school teachers and additional prizes of \$25 and \$10 (five of the latter). Further information concerning the competitions can be obtained from the Secretary of the Board, Mr. W. G. Leland, 1133 Woodward Building, Washington, D. C.

Other activities of the Board have included the preparation by Prof. S. B. Harding, of a syllabus for lectures and reading courses on the causes of the war; the reprinting of articles bearing on the war; the supplying of historical material on the war to magazines; and arrangements for issuing sample copies of *THE HISTORY TEACHER'S MAGAZINE* and for trial four-months' subscriptions at reduced rates.

The work of the Board has been carried on solely by the voluntary co-operation of the historical scholars concerned. The Board has paid no salaries, and the members not habitually residing in Washington have paid their own expenses while staying there. The spirit of service among historians is well shown by their willingness to share in the work of the Board not only in Washington but throughout the country.

By encouraging a scientific attitude toward the questions involved in the war; by directing teachers to trustworthy sources of information; by pointing out how history courses should be reconstructed in the light of the war; by furnishing historical data to public officials, by furthering popular but accurate statements on the causes of the war—by these activities the creation of the Board has been fully justified.

# Timely Suggestions for Secondary School History

PREPARED UNDER THE DIRECTION OF FOUR COMMITTEES OF HISTORIANS IN CO-OPERATION WITH THE NATIONAL BOARD FOR HISTORICAL SERVICE.

## I. The Crisis of Hellenism

BY PROFESSOR WILLIAM S. FERGUSON, HARVARD UNIVERSITY.

"Among all political sins, the sin of feebleness is the most contemptible; it is the political sin against the Holy Ghost."—Treitschke, "Politik," I, 3.

The decisive factor in the development of the Hellenistic Age, indeed, the decisive factor in the development of antiquity generally, was the establishment of the Roman dominion in the world. It was because of the events that occurred before and after 200 B. C.—because of the failure of the states then menaced by the power and ambition of Rome to come together in an "encircling" alliance—that the ancient world experienced what would have been the fate of the modern world had Germany won the present war—subjection to the irresistible will of a single people.

The states that came in question were Carthage, Syracuse, the Achaean League, the Aetolian League, Rhodes, the kingdoms of Macedon, Pergamum, Syria, and Egypt, and a considerable number of leagues and cities that moved reluctantly in the orbits of one or other of the four kingdoms. They constituted at least "four-fifths of the world;" and, despite the superior military organization of Rome and the completeness with which she commanded the devotion of her people, it is unquestionable that had they concerted their efforts they could have thrust the Romans back into Latium or at least confined them to Italy.

What it was that was needed, and how imperative the need was, Hannibal seems to have been the only statesman of the age to see clearly, and this contributes to his uniqueness quite as much as does his unrivalled strategy. Why the Latin and Greek cities of Italy did not join the Italian allies of Rome in throwing off Rome's yoke and why Antiochus III and Ptolemy IV did not join Philip V of Macedon and Hieronymus of Syracuse in helping Hannibal; why the Aetolian League and Attalus of Pergamum took the field on Rome's side, are questions which may be illuminated by a knowledge of the antipathies that had to be overcome during the formation of the Triple Entente and of the considerations which led Austria-Hungary, Bulgaria, and Turkey to mortgage their future to Germany; but they can be discussed intelligently only in the light of previous Carthaginian enterprises in Sicily and Italy and of previous Macedonian and Seleucid operations in Greece and Egypt. In historical study nothing can ever dispense with as dispassionate and searching inquiry as is possible into the circumstances of the individual case.

Political and military activities are always determined in large measure by general conditions. In our time the world has become so small that it requires an imaginative *tour de force* for us to realize

the vast distances that separated the chief Mediterranean states from one another in the Hellenistic age. Yet the remoteness of one government from another at that time, when the Adriatic was broader than the Atlantic, impeded the growth of a common understanding of the general menace occasioned by Rome's advance; and, once the peril was appreciated, the central position of Italy made concerted measures of Rome's enemies difficult. There came to be added the crowning disaster to the liberties of the world that in that melancholy epoch the chief military power on land possessed also "the freedom of the sea in war time."

The liberties of the world? Had they not been destroyed prior to the Roman conquest, and did not the Romans enter the lists for their recovery?

As to the liberty of the states against which Rome fought in her Eastern expansion there can be no doubt. Macedon, Syria, Aetolia, and Achaea were free to wage wars and to contract alliances when they successively encountered the forces of Rome. But how about the liberties of their peoples? How about the smaller states associated with these larger states? Let us consider these questions for a moment.

Does it enlarge liberty to force upon a reluctant people a share in its own government? This applies to Macedon, whose citizens seem to have been eager to sacrifice their lives for a *régime* in which a national monarch had the sole determination of all important political questions. Here there could have been no voluntary enlargement of liberty. For the Greeks who were the actual or prospective subjects of the king of the Macedonians the case is different. These were, substantially, the Hellenic federations, of which the Achaean and Aetolian Leagues were the most important. As things stood on the eve of Roman intervention the Achaeans had submitted and the Aetolians were likely to succumb to the superior power, not, at least theoretically, of Macedon, but of a Hellenic League of Leagues of which the Macedonian king was the executive officer. Two processes of the utmost political importance had preceded this consummation:—the city-state, which from its very nature had been incapable of enlargement, had been supplanted by the federal league as the ultimate political unit; and the leagues had wrung such concessions from monarchic and autocratic Macedon that in the Hellenic League of Leagues which Antigonus Doson had created, each constituent league retained the essential requirement for healthy public life—final decision, reached in a general assembly and based upon popular assent, of the most important questions of

foreign as well as domestic policy. The leagues had conciliated the just demands of the city-states of which they were formed and of central government each within a circumscribed area; the League of Leagues had left to its constituent leagues adequate liberty of action and scope for its exercise while establishing a national unity that might, perhaps, have sufficed for self-defense.

The Hellenes created government by public opinion. In the classical age a government responsive to a united and intelligent public opinion could exist only in a city-state. For such a public opinion, in the absence of the facilities for communication within a large area which the nineteenth century of our era has developed, a primary assembly of all citizens, as Aristotle and all Greeks knew, was an absolute necessity. In the Hellenistic Age, by making a well thought out division of functions between the urban primary assemblies and the federal primary assembly, the political questions of the day were divided into those on which local differences were desirable and those on which general agreement was essential. By reducing in this way the frequency of the meetings a federal primary assembly became practicable for a district of considerable magnitude. A federal primary assembly open to all citizens was, however, regarded as indispensable for the formation of a unified and intelligent public opinion on federal questions. That this was so—that it was found necessary to create a common forum for the adjustment of urban points of view, that the citizens were brought to a central point for discussion together and the

ideas and arguments were not disseminated to them in their own towns—shows the limits of the possible in the formation of efficient states in Hellenistic times on democratic principles. It may, therefore, be argued that states so large as to make a single primary assembly impossible were creatable in the Hellenistic Age only at the sacrifice of the popular participation in government which is indispensable for political freedom.

For the liberties of the world, and—though space forbids the discussion of this question—for the progress of culture also, the maintenance of the many states existent in Hannibal's time—of the small and sound as well as the large and diseased: of the rude monarchies like Macedon, where common loyalty to a hereditary king was the mainspring of co-operative action on the part of his subjects; of the highly cultivated federations like the Achaean League, where unity was based on agreement and agreement on general discussion; of administrative autocracies like Syria and Egypt, where participation in the work of governing and educating, or exploiting, a non-political subject population bound rulers and their Hellenic or Hellenized helpers to a common purpose; of commercial republics like Rhodes and Carthage, whose activities opened and patrolled the sea-ways which were the paths of civilization; yea, even of quiet old-fashioned places like Sparta and Athens—the maintenance, that is to say, of a complex of divergent and competitive nationalities was a prime requirement.

## II. Suggested Points for Emphasis in the Tudor Period, 1485-1603

BY PROFESSOR ARTHUR LYON CROSS, UNIVERSITY OF MICHIGAN.

At first sight the period of Tudor absolutism would seem to be a hopelessly empty place for the student of English origins of American free institutions to search. There present themselves a line of strong-willed and seemingly despotic sovereigns and a series of apparently subservient parliaments, representing, after a fashion, a body of landed gentry and merchants chiefly intent on money-getting, craving for security rather than for liberty. A well-known indication of the situation is the fact that Shakespeare in "King John" does not even mention Magna Charta. However, the growth of free governments is a long process, compounded of many diverse, and, at least on the surface, incongruous elements. For one thing, the Tudor absolutism was peculiar—one might say almost unique—in that its strength was based on popularity, that it served the needs of the rising agricultural and commercial classes. It might be argued that this is also true of the Hohenzollern, but the result has been different. The latter régime has developed into an autocratic military and industrial machine, madly striving to dominate the world, the former, by virtue of two revolutions and a gradual constitutional development, was turned into a limited

monarchy. The middle classes fostered by the Tudors acquired wealth, leisure, education and influence enabling them to become the backbone of the resistance to the ill-starred Stuarts, to establish, if only temporarily, the first national republic in the world's history, and to furnish precedents for our ancestors in their subsequent struggle which culminated in the American Revolution. Moreover, masterful as they were, Henry VIII and Elizabeth utilized parliament to give their measures a show of national sanction, whereby that body gained invaluable experience and accumulated precedents for an increasing share in public business. Furthermore, parliament, even in those days, dared to assert itself more than once; for example, in the stand against Wolsey in the matter of the subsidy of 1523 and when it forced Elizabeth to realize the wisdom of revoking a whole sheaf of monopolies in 1601.

It is true that the Star Chamber was a creation of this period, but it was set up originally to meet a real need, to suppress disorders with which the existing administrative machinery was unable to cope: only later was it perverted into an engine of oppression, and was in consequence abolished. The Tudor

monarchs separated from Rome from motives of self-interest, no doubt, yet, in so doing, they broke down established traditions and started forces of opposition which came, in the course of a century, to assert successfully the principle that the Reformation should not be merely political—simply a substitution of royal for papal supremacy over the Church of England—but a great religious and social movement. The Puritan Revolution was the inevitable outcome of the English Reformation.

It must be remembered, also, that the interval between the advent of Henry VII and the death of Elizabeth marks the emergence of England as a sea power. While Portuguese and Spaniards were the pioneers, Englishmen ultimately outstripped all their rivals in brilliant and enduring achievement in exploration, colonization and trade. They braved the perils of unknown seas and unknown lands, they broke through the colonial and commercial monopoly of Spain, and attempted settlements along the American shore, which, if they proved abortive in this period, prepared the way for those which secured a permanent foothold in the century that followed. In the domain of industry, too, the Tudor régime heralded a new

era for, with other strongholds of medieval conservatism, the guilds were broken up, and the ground laid for that marvelous industrial revolution of the late eighteenth and early nineteenth centuries, a revolution in which England led the way and one which has been regarded as more far-reaching in its consequences than even the French Revolution. In the field of local government, also, the student of our American institutions must turn to the Tudor times. The New England system of town government, that fruitful nursery of democracy, was derived from the parish system of Tudor England and brought by the Pilgrims and the Puritans to their homes in the new world. From the same source came the justices of the peace, then at the height of their activity and still an important factor in our local administration. Finally, it is needless to call attention to the priceless literary heritage which has come down to us from the Elizabethan age, from Shakespeare and his contemporaries.

So the Tudor period, in all aspects of life, is big with significance for those who live in the United States to-day and who should know the origin of our cherished institutions.

### III. The American Revolution and the British Empire

BY PROFESSOR EVARTS B. GREENE, UNIVERSITY OF ILLINOIS.

It is natural to think of the American Revolution first of all as the birth time of the American nation; though nationality was a plant of slow growth, the elements of it at least were brought out by the struggle for independence. The Revolution was, however, much more than the formation of a new nation; it was also the starting point of our international politics. It was, in particular, the beginning of a new relation with the world power commonly known as the British Empire, but more and more coming to be thought of by liberals on both sides of the Atlantic as the British Commonwealth of Nations, an imperial federation whose increasingly democratic ideals have certainly gained much of their power from the successful revolt of the Thirteen Colonies in 1776.

The student who is interested in this international aspect of the Revolution realizes at once that he must take account not only of what actually happened before and during that upheaval, but also of men's ideas about those happenings; for these thoughts, feelings, and prejudices about the past have become themselves social forces affecting deeply the attitude of two great peoples toward each other. In short, the teacher of the revolutionary period may well give some attention to the history of historical writing on this subject.

The earliest histories of the Revolution were deeply tinged on both sides by partisan feeling. To the Scottish historian George Chalmers, once an official in the British colonial service, the revolt of the colonies seemed to be the working out to its logical result of an insubordinate and rebellious spirit which the home gov-

ernment ought to have checked in its earlier stages. In America the view which naturally prevailed was that of the victorious Whig party. About fifty years after the war for independence, in the flood tide of Jacksonian Democracy and under a president who could still remember some unpleasant experience in the border warfare of the Revolution, George Bancroft, began publishing his famous history of the United States. Though Bancroft had many admirable qualities, his stand-point was not wholly scientific; what he undertook was a kind of epic of American democracy with the radical Whigs as his heroes and King George and his associates as the villains of the play. On the whole he saw in the revolution a clean cut issue between tyranny on the one side and liberty on the other. The leadership of Bancroft in the older school of American historians naturally perpetuated this way of thinking. It was reproduced in a great variety of popular histories, in the speeches of Fourth of July orators, and in most of the nineteenth-century text-books. Thus on both sides of the Atlantic, the animosities of the struggle itself and the legends which grew up about it tended to encourage the kind of patriot to whom love of country seems to mean chiefly hatred of some other nation.

Gradually, however, the passage of time has made possible a more scientific interpretation. In England, this was made easier by the fact that all through the Revolution a brilliant, though not always very influential group of statesmen led by Charles James Fox sympathized with the American Whigs as against their own government. These men and their admirers in

later times did not find it hard to think of Washington as one of the defenders of civil liberty against the reactionary policies of George III and the Court party. British Whigs have not been strictly objective any more than American Whigs or British Tories, but they have at least helped Englishmen to realize the many-sided character of the old controversy. The most attractive writer of this Whig School of historians is, of course, Sir George O. Trevelyan, whose recent volumes on the Revolution probably have more literary distinction than any others produced on this subject on either side of the Atlantic. A few recent English writers have revived something of the old Tory spirit, as, for instance, Belcher in his "First American Civil War;" but on the whole the attitude of intelligent Englishmen is probably best expressed by such a well-balanced, fair-minded narrative as that of Lecky in his "History of England in the Eighteenth Century." Incidentally, it may be noted that English admiration for the chief hero of our Revolution has not been confined to Whigs. While Bancroft was writing the early volumes of his history of the United States, the English historian Adolphus found it possible to reconcile a high regard for King George III with a respectful treatment of George Washington.

In America, the scientific treatment of the Revolution has been made easier by the steady decline among intelligent Americans of the old-fashioned type of Anglophobia. The "Hundred Years Peace" has helped to bring about this result, notwithstanding some unpleasantness during our Civil War. A scarcely less important factor has been the application of scientific methods in our university departments of teaching and research. Students so trained soon realized that a great event like the Revolution could hardly be explained by the old simple formulæ. However mistaken and reprehensible the acts of British politicians might have been, the Revolution obviously could not be understood without at least some appreciation of the problems of the time as they appeared to the men who were officially responsible for the government of the British Empire. Thanks to the studies of British policy worked out by Osgood, Channing, Andrews, Beer, Alvord, and other American investigators, these things are now much better understood by scholars; but we must depend on the teachers to see that Americans generally get the benefit of this broader outlook. Similar service has been rendered by Tyler and Van Tyne, whose studies of the loyalists have enabled us to think more intelligently of that "lost cause," and by iconoclastic writers like Fisher who help us to see the mingling of coarser with finer elements in these as in all other human affairs.

Our own national experience has also affected historical writing because it has made us realize better the difficulty of securing effective action for general purposes without sacrificing the spirit of local self-government. Before the Revolution, most Americans thought it unnecessary to give any general authority

the right to levy taxes for the "common defence and general welfare." Even in 1788, Patrick Henry clung to the old method of getting money by requisitions sent to thirteen different assemblies; but the experience of practical statesmen under the Articles of Confederation convinced them that the popular theory would not work. Before 1776, Americans were much annoyed by the royal veto on colonial laws, but by 1787 the framers of the Constitution saw the need of some central authority to protect the interests of the whole against those of a part; even a strong republican like Madison realized that this unpopular royal prerogative had some justification. Federal control of western territories, involving problems of Indian affairs, public lands, and conservation, our new responsibility for island colonies—all these things have suggested the real difficulties of imperial administration and hence made our study of the Revolution less partisan and one-sided.

Though the purpose of this brief essay has been to illustrate our new mode of approach to these problems of revolutionary history rather than to indicate a definitive interpretation, it is perhaps worth while to suggest briefly a fairly general consensus of opinion toward which we seem to be tending. Is it not something like this? During the colonial era, and especially after the last French War, there had developed a natural conflict between two ideals and two groups of interests, both in themselves quite legitimate. British statesmen naturally desired for their growing empire a unified organization which should provide effectively for the defence and development of its various parts and especially of the mother country. It was equally natural that the expanding English commonwealths across the sea, trained in the theory and practice of self-government by the most liberal colonial administration then maintained by any European nation, should feel more keenly with every passing decade the desire to settle their own American, or local, problems in their own way. To reconcile these differences, in an age when it took three or four months at least to exchange letters between the imperial government and its overseas colonies, was not perhaps impossible; but it certainly required statesmanship of the highest kind. It is doubtful whether any statesman of the period, Whig or Tory, was equal to such a task. At any rate, British politics was then so chaotic that if a careful thinker on colonial problems, like Shelburne for example, got into a position of influence he could not keep it long enough to carry out a consistent policy. Those who did exert decisive influence were generally men of narrow vision like Grenville or George III himself, or ministers of unsteady purpose like Lord North, or corrupt politicians like the "Bloomsbury gang." So the opportunity was lost and the old Empire broken in two.

There are certainly few Americans who do not see in the freer, larger life thus opened up for a new nationality abundant compensation for the failures of eighteenth century statesmen. Democracy through-

out the world has certainly profited also from the experiments performed in our great laboratory of politics. Even England herself has gained by the experience. The victory at Yorktown checked reactionary tendencies at home as well as in America and, after an interval of indifference about the colonies, British statesmen of the last half century have found a way

in Canada, in Australia, and in South Africa, to unite self-governing peoples in loyalty to common interests and common ideals. In the light of the great conflict in which we are now engaged, the anniversary of our national independence, so far from losing its importance at home, has gained an even larger, more truly international, meaning.

## IV. The Historic Role of the Slavs

BY PROFESSOR ROBERT J. KERNER, UNIVERSITY OF MISSOURI.

In the mind of the average American, the Slavic race, though it occupies an extensive space upon the map, has made no important contributions to European history. This mistaken attitude is not difficult to explain. Until recently, the general ignorance in Western Europe of the power and ruthlessness of the German expansion to the east, and of the destructive migrations of nomad nations from Asia caused Westerners to believe that the apparent lack of progress among the Slavs was due to some innate stupidity in their make-up; of the real cause, the fact that they were for centuries engaged in a life and death struggle with the two most powerful organized military forces known to history, the west had no clear knowledge.

The Slavs have made notable contributions to the world's history. They have had their saints, their heroes and their men of intellect and genius. Unfortunately many of these are but slightly known to western readers, and too often our knowledge of them has been derived from German sources. But greater than the achievements of individuals are the contributions which the Slavic nations have made in some crises of human progress. Neither racial nor religious prejudice should be allowed to obscure the importance of the fight which the Bohemians under John Hus made in the fifteenth century for intellectual freedom and religious toleration. Nor can any one, who has followed closely the history of Asia and Europe, forget the struggle of the Russians from the thirteenth to the sixteenth centuries against their Asiatic conquerors or the heroic and successful efforts of the Poles and Bohemians to stem the tide of Turkish conquest in the seventeenth century. It was the stubborn resistance which the Slavs offered to outside forces that saved Western and Central Europe and gave those lands time to create a Germano-Roman culture.

The Slavs had no opportunity to create a civilization wholly their own; but they carried what they borrowed to the limits of their vast possessions and guarded tenaciously the little that they might themselves contribute in the way of creative ideas. Slavic civilization is, therefore, not wholly without native elements. We can make this clear by examining briefly the evolution of Slavic Europe from two points of view, from without and from within.

From without, Slavic Europe came under the influence of forces which profoundly altered her course in history. The first and foremost of these was the disastrous competition between Catholic Rome and

Orthodox Constantinople for the Pagan Slavic hinterland. The result was a compromise which divided the Slavs into two opposing camps of religion and culture. The Slavic races thus came to have two competing religions, two alphabets, and two literary languages, as different as Latin and Greek. Thus a mighty blow was delivered at the unity of the Slavic peoples at the very outset of their historic career.

Slavic Europe was next exposed to two powerfully organized military races: the Germans and the Asiatic nomads. In the eighth century began the Teutonic *Drang nach Osten* with the foundation of the Carolingian Marks, of which the Mark of the East (Austria) and that of Brandenburg in time became the seats of the Hapsburgs and of the Hohenzollerns. The Slavs between the Elbe and the Oder were given an opportunity to become Christian and thus subject to Germanization; if they refused they were exterminated. The activities of the Prussian knights and junkers endangered the Polish state and forced it, at the end of the fourteenth century, to seek salvation in a union with Lithuania. Bohemia to save herself became a kingdom in the Holy Roman Empire. The *Drang nach Osten* continued until many of the Slavic tribes were either incorporated in a German state or made subject to German economic penetration.

From the fifth to the fifteenth centuries Slavic Europe was exposed to a series of nomad invasions from the east; the invaders were Huns, Chazars, Bulgars, Avars, Hungarians, Mongols, and Turks. The Bulgars conquered certain Slavic peoples in the Balkans, but were in turn assimilated by them and have left behind only their name and military organization. The Hungarians planted themselves on the banks of the Danube south-east of the Mark of Austria and thus thrust a wedge between the Southern Slavs and those of the north and west. This wedge was completed when the Rumanians emerged to the south of the Hungarians and along the southern Danube.

The effect of the Teutonic *Drang nach Osten* and the pressure of the Yellow Peril was to split the Slavs, so far as possible political unity was concerned. The Mongols conquered Russia and made her tributary for two hundred years. In the fourteenth century the Turks overwhelmed the Balkan Slavs. To the Slavs who were seeking to found a culture, the *Drang nach Osten* and the *Yellow Peril* were stern realities which permitted little time for anything but the de-

velopment of such negative qualities as tenacity, stubbornness and patience, which have become associated with the Slavic "type."

In the thirteenth and fourteenth centuries feudalism decayed in Western Europe while it became stronger in Central and Eastern Europe. It is generally admitted that serfdom became most burdensome in Prussia and Poland. In Russia because of the constant warfare for existence, autocracy and Asiatic land tenure were introduced and the greater part of the land ultimately passed into the hands of "the serving men." In the course of the sixteenth and seventeenth centuries the peasants were gradually bound to the land and to "the serving men." The absence of trading centers and cities of commerce, due to the abandonment of the ancient river traffic between the Baltic and the Black seas and of the overland trade between the Far East and Europe, was another factor in the development of feudalism and serfdom in Poland, and of the Byzantine autocracy, Asiatic land tenure, and serfdom in Russia—all of which meant a backward peasantry and the persistence of purely agrarian conditions.

Nationalism and democracy, born of the French revolution and of the partitioning of Poland, revived and regenerated a fallen Slavic Europe. The Bohemians, the Slovaks, the Slovenians, the Serbo-Croats, and the Bulgarians rose as if from the dead. The Polish nation, though partitioned and oppressed for a century, gave weight to the belief that a state may be destroyed, but a nation never. The Slavs in the nineteenth century found themselves largely in the power of the Germans and the Turks. Their efforts to achieve independence brought their instinctive radical democracy to the surface. In the present war the sympathies of the Slavs, where they have been permitted to reveal their feelings, have, on the whole, been with Western Europe and America; for they see more clearly than many Americans the difference between the autocracy of their German and Turkish overlords and the democracy of the *Entente*. And there is reason to believe that the democratization of Russia will remove the "Slavic Peril" from the German mind and make possible the long hoped-for reciprocity and co-operation by all the Slavic peoples in a future cultural, if not political, unity.

Within the Slavic world, these external influences met with qualities which produced the wrong combination for the successful building of states in a practical and highly materialistic society. By temperament the Slav is idealistic and gifted in music, literature, and art. He is a radical democrat, is jealous of his kinsmen, and is easily led to trust foreigners rather than those of his own kind. The fall of Poland is a good instance of this, and the present condition will afford a clearer insight into the problems of Slavic state-building in the past.

As to the future of the new Russian republic, nothing can be predicted, but we may well believe that the Russian people have already contributed largely to the democratization of world politics. It is therefore not by mere accident that Slavic Europe is looking

westward to America, to England, and to France for fresh hope and practical assistance. But before we can help the Slavic peoples we must know their life and their history.

## American Historical Review

The October number of the "American Historical Review" (XXIII, No. 1) opens with a paper by G. L. Kittredge, entitled, "A Case of Witchcraft," in which the writer analyzes and gives excerpts from English documents concerning witchcraft of the years 1601 and 1602. W. T. Root traces the organization and activities of the English Lords of Trade and Plantations during the years 1675 to 1696, a period of their history which has not been fully treated heretofore. "The Mission as a Frontier Institution in the Spanish-American Colonies" is described by Herbert E. Bolton. Professor Bolton points out the importance of the mission as a pioneering agency, and emphasizes in this paper the political and social influence of the mission upon the natives. In addition to spreading the faith, the missionaries "explored the frontiers, promoted their occupation, defended them and the interior settlements, taught the Indians the Spanish language, and disciplined them in good manners, in the rudiments of European crafts, of agriculture, and even of self-government. Moreover, the missions were a force which made for the preservation of the Indians, as opposed to their destruction, so characteristic of the Anglo-American frontier."

"German Socialism, 1848-1917," is reconsidered by C. J. H. Hayes in the light of the present world war. He shows how the growth of an opportunist section of the Social Democratic party prepared the way for the Socialist support of the military budget in 1913, and their acceptance of the war decision of August, 1914. Communications to this number of the "Review" include suggestions upon the trades of antiquity, English imperial review of provincial legislation, and maximum prices in France, 1793-1794. Documents printed for the first time relate to the New England Emigrant Aid Company, and to a French official account of the conflict between the Kearsarge and the Alabama. There is the usual wealth of book reviews and personal and literary notes, among which may be mentioned six pages of notes upon publications dealing with the war.

## PEACE PROPOSALS AND PROGRAMS.

Under the title, "Towards an Enduring Peace," Mr. Randolph S. Bourne has compiled a number of speeches and magazine articles by various writers, together with the texts of documents propounded by conferences, societies and individuals during the years 1914-1916. The volume of 336 pages is published by the American Association for International Conciliation (New York), and carries an introduction from the pen of Professor Franklin H. Giddings.

Papers upon the economic principles of permanent peace are the work of J. A. Hobson, H. M. Brailsford, W. Lippman and W. E. Walling. Those on the political principles of a peace settlement are contributed by A. J. Toynbee, G. L. Dickinson, and C. W. Eliot. "A League of Peace" is discussed by J. A. Hobson, J. B. Clark, C. W. Eliot, A. L. Lowell, H. Holt, N. Angell, A. A. Tenney, N. M. Butler, R. Rolland, R. Eucken, W. Lippman, A. E. Zimmern, and Jane Addams.

The documents consist of reports of peace societies, national and international, socialists' conferences, labor parties, and individual propositions. The papers are drawn from the United States, Great Britain, Germany, France, Switzerland, and Holland.

## Latin-American History in the High School: an Experiment

BY LAURA F. ULLRICK, M.A., KENILWORTH, ILL.

For several years past, the members of the history department of New Trier Township High School have been troubled by the small registration in the third year history course. It amounted year after year to only ten or fifteen from a total enrollment of about six hundred. The only course offered was English history throughout the year.

A study of the situation convinced us that the unpopularity of the course was due to two things. First, the student had to take the entire year to secure any credit in the course. Failure in either semester lost him his credit for the whole year. On the other hand, if the high school would grant credit for one semester of the course without the other, no college or university would give entrance credit for one half year of English history when it covered only one half of the field.

A second reason for the small enrollment was the fact that about fifty per cent. of the students in the school were preparing for college entrance. In order to meet the language requirements made by most colleges, the student did not have time to take history for his entire third year. On investigation, it was found that many students could and would put in a half year course if such were offered. This was true particularly of those who had some irregularity in their courses.

Again, it was observed that the majority of the few who did elect the English history, had taken European history in the second year. This caused more or less of repetition for them, for, in a high school course, the Hundred Years War with France, or the Napoleonic Wars, or any of the periods in which England was closely involved with the affairs of Europe, are not essentially different when taught from the English standpoint, from what they are when taught from the European standpoint. Especially must this be true when part of the class has not had the second year course.

For these reasons, it was decided to be advisable to cut the English history to a half year course, putting the emphasis upon the phases which would furnish a background for English literature, and upon the nineteenth century for an understanding of the present. The periods which are but a reflection of great European movements were to be touched upon but lightly.

Next, the question arose as to what should be offered for the second half of the third year. Various propositions were considered—French history, a study of the conditions leading to the present European war, industrial history, Latin-American history. The commercial department approved of the last suggestion and it seemed most timely and inviting.

The new course was tried last year. At once the registration in English history doubled. This last September the enrollment was still further increased, thus proving that the speculations as to the reasons for the small membership had been somewhere near correct. In February the Latin-American class filled up to class-room capacity. That this was due not altogether to the novelty of the course, is believed because of the large number of inquiries concerning the course this last fall. The prospects are that the class will be larger this year than last. Many of the commercial and Spanish students take it, who would otherwise get no history. It is worthy of note that several of these became interested enough to enter the English half of the course in September.

On the whole, we believe the experiment to have been a success, and shall repeat it this year. By a careful selection of topics, the English history course can be made to meet in one semester all the demands for a background for English literature and American history. A greater number get this background than under the old arrangement. It is true there are some difficulties in the presentation of the Latin-American history. Scarcity of material is one, and the necessity of using the lecture method of presentation is another. However, there are available a few good volumes as reference books for supplementary reading with which to strengthen the impression made by the lectures. Latin-American history is full of interest in itself. The story of the Spanish and Portuguese conquest of the vast South American continent with its ancient civilization and its savage wilderness, of their long unbroken and despotic sway from the Gulf of Mexico to Cape Horn, and of the final breaking up of this empire into numerous independent States, is a fascinating one. At present this fascination is enhanced by growing commercial expansion to the southward, and by the tendency to travel that way since the European paths are closed.

Our conclusion is that this course has come to stay and that this arrangement has met a real need. Inasmuch as the history field in the high school has been broadened with a gain rather than a loss of effectiveness, we believe the history department has thereby been strengthened.

Bertrand L. Conway, C.S.P., writes on "The False Decretals" in "The Catholic World" for August, 1917, a Catholic's refutation of Mr. Davenport's Lothian prize essay on that subject.

"The Higher Education of Indian Women," by Eleanor McDougall, in the July "International Review of Missions," gives a clear insight into domestic and social conditions in India.

## Progress Within the Subject Applied to High School History

BY PROFESSOR R. M. TRYON, UNIVERSITY OF CHICAGO.

There is in all probability no other subject in the high school curriculum that is being attacked at the present time any more vigorously by educators than history. Professor Snedden in the most recent of his many attacks on the subject concludes by saying that affairs in high school history and its teaching have finally become so bad that a revolution along these lines is necessary to remedy matters. To Mr. Snedden a mere evolution into things better out of existing conditions will not suffice. He desires to see an entirely new order supplant the existing one. It is his belief that, in spite of the many recent efforts to improve the teaching of history in the high school, the subject still falls far short of doing what it should do for high school boys and girls.<sup>1</sup> To the writer's knowledge neither Mr. Snedden nor any other educator of wide influence would remove history from the high school program. There is practically uniform agreement that the subject can be made of much value in the lives of the young people who pursue it for one or more years during their high school careers. Now, because of this general agreement as to the great value of history among those who have little or no interest in the subject *per se*, and yet have much influence in shaping current educational thought and practice, and because these same individuals are equally uniform in their belief that history as now taught and administered in our high schools is of little or no value, it certainly behooves those of us who are actively engaged in the teaching of high school history to apply ourselves vigorously to this matter and prove to our critics that the subject can be so taught that it will be of even greater value in the lives of the boys and girls in our secondary schools than has yet been suggested by any one of their number.

Of the lines along which improvement in our current methods of teaching high school history is needed, there are few that require more attention than the one suggested by the topic of this discussion. It is a well-known fact that administrators take liberties with history that they would not think of taking with other subjects. For example, no one ever heard of a high school senior being permitted to take, say, fourth term Latin, mathematics, or German, without having had the first three. The reason for this becomes evident when one reflects upon the fact that the principle of progress within the subject has been so firmly established in some of the high school studies that no one ever thinks of violating it when administering them. The maturity exemplified in the organization and the teaching of subjects like Latin and algebra is not to be found in history and some other

of the relatively new subjects in the high school curriculum.

It should be said at the outset that progression within the subject of history cannot be wholly attained as it is in the subjects of Latin and mathematics where it is secured largely through the organization of the subject-matter. In these subjects things must be learned in one, two, three order. The fact that that which follows is so closely related to all that goes before makes it necessary to know the latter before any progress can be made in the former. While this logical sequence is in their favor when considered from the standpoint of their teachableness, yet as Director Judd has so well pointed out in his "Psychology of High School Subjects"<sup>2</sup> some of these traditional subjects are capable of even greater progression. There is need in them for the same sort or very similar method of procedure that is needed in history and science. For, as they are now taught, the principle of progress within the subject is too often subordinated to mere subject-matter. Nevertheless, in spite of this fact, these subjects are much superior to history when considered as to their logical organization. Historical facts, conditions and institutions, are on a dead level when thought of as to their teachableness. Most any fact can be taught most anywhere with a certain degree of success. This is simply another way of saying that progression within the subject of history is not and indeed cannot be secured entirely through the organization of the subject-matter. The problem of gradation in this subject is largely one of method of procedure. This fact has been so clearly demonstrated by Professor Johnson in his "Teaching of History in Secondary and Elementary Schools"<sup>3</sup> that it needs no further elaboration here.

Now, if progression within the subject of history is to be secured largely through method of procedure, is it possible to devise a method which will insure this progression? The writer's answer to this question is in the affirmative. Others have answered it similarly. For example, Judd, in the work to which reference has already been made, proposes the following solution of the matter when he says:

"For example, suppose the history course could be organized in such a way that the demand made upon the student in the earlier years of the history course were, first of all, for ability to comprehend a coherent narrative of successive events. Suppose that at this stage we do not demand any very large explanation of the events studied. Suppose that at the second stage of his study we ask the student not only to

<sup>1</sup> "Problems of Secondary Education," Sections XVI and XVII.

<sup>2</sup> Pp. 459, f.

<sup>3</sup> Chapter II.

understand the history that he is studying, but also to understand the physical facts which influence history, making at this stage of the course a correlation between history and geography. This would demand a power of comparison and associative thinking. Suppose that in the third stage we asked for a mastery of evidences upon which history is based; that is, a critical evaluation of the original sources. Suppose, finally, at the last stage of historical discussion, we asked the student to make a critical comparison of the different authorities who have attempted to interpret a given period." <sup>4</sup>

History teachers in general are in agreement with the foregoing suggestions relative to the solution of the problem of progression within their subject. It seems, however, that Doctor Judd has omitted from his solution an important item, namely, that of definitely assigning each of his stages to definite grades in the high school. His four stages would suggest that they were to apply to the corresponding high school years. If such be the intention, it might be suggested that high school freshmen should be required to do more than the first of the foregoing stages demands. It might also be suggested that it would be better for the student as he proceeds through his high school history course to become progressively efficient in each of the four proposed stages as he moves forward term by term. These reflections on Doctor Judd's proposals strongly emphasize the complexity of the problem under consideration, and the various angles from which its solution might be approached.

It might be well at this stage of the discussion to examine some of the seeming insurmountable difficulties connected with a satisfactory solution of our problem. To the writer's thinking, the following are the chief obstacles in the way of a complete and systematic gradation of history and the teaching of history in the high school: (1) Beyond one year, the subject is often elective. (2) The required history is usually American, given in the fourth year. (3) The traditional notion so common among school administrators that history can be used as a filler. (4) The subject-matter of history *per se* does not form the basis of a systematic progression as it does in some other subjects. (5) The intangibility of the results to be obtained from the study of history perpetuates an indefiniteness that eludes all efforts at gradation. (6) The demand that the subject must be taught for the sake of those taking it rather than for the sake of the subject itself, which is another way of saying that history must be so taught in the high school that it will be proportionately as valuable to the student who takes one year as to the student who takes two or even four years. With such an array of seemingly insurmountable difficulties facing one, the task of suggesting a scheme whereby progress within the subject of high school history can be secured seems an almost impossible one. However, the task is not so formidable as it at first seems; neither is the situation relative to the amount of history required and offered

<sup>4</sup> "Psychology of High School Subjects," pp. 456, f.

without encouragements. For when one reflects upon the fact that in 1915 out of 7,197 secondary schools reporting, 3,794 required ancient history, 3,083 medieval and modern, 4,341 American, and 1,959 English, the difficulties arising from the lack of continuity in high school history courses do not seem so great. Furthermore, the fact that out of the 7,197 schools reporting, 6,141 offered ancient history, 5,745 medieval and modern, 6,201 American, and 4,625 English, and that but 963 schools offered only elective history, furnishes cause for additional encouragements to those of us who are interested in the problem of grading history.<sup>5</sup> So in spite of the foregoing array of difficulties, it is quite worth while to be thinking of the solution of the problem, while we are waiting for some of them to be overcome. If school administrators can be convinced that there is such a thing as progression within the subject of history, they will be willing to remedy some of the adverse present-day conditions relative to this matter.

While this discussion is confined to progression within one cycle of the complete history course, yet the importance of the subject when considered in its relation to the various related cycles should not be overlooked. For example, the causes of the American Revolution are taught in the seventh grade of the elementary school, the fourth year of the high school, and the senior year of college. Herein is found one of the big problems in the matter of gradation or progression. How shall the history work done in the fourth year of the high school differ from that done in the seventh grade, and how shall the senior college work differ from that done in the last year of the high school? The truth of the matter is that too often the second cycle makes little or no advance over the first, and the third not sufficient over the second. A little while ago the writer visited a high school senior class in American history. From all appearances the class was one capable of doing work in history considerably in advance of what an average eighth grade could do. But in this case the tone of the work and the facts considered were not at all above the ability of an ordinary eighth grader. Here was a class of wide-awake and capable seniors marking time in American history because some one had neglected the principle of progress within this particular subject. Nor is the college work always pitched to a height not previously attained in the high school, a fact which often works a gross injustice to the student who has had a strong high school course. Such a student works side by side with one who did not have that particular history in the high school, and for whom the work is too often pitched, hence a bore to the student who has previously read most of the required reading and knows most of the required content.

The measures necessary to solve the immediately foregoing situation is quite out of the reach of an individual teacher. Possibly in time our history courses will be organized with a view of taking care of this phase of the problem. That it is a problem has been recognized in many quarters. The History

<sup>5</sup> "Com. Educ. Report," 1915, I, 120.

Teachers' Association of the Middle States and Maryland had it up for consideration both in the 1906 and 1915 meetings. In the latter it took the form of a consideration of the differentiation of history in the high school from history in the elementary school, and of history in the college from history in the high school, illustrated by reference to the causes of the American Revolution. The papers presented on this occasion worked out in some detail the phases of the subject to be taught in each cycle. It is unnecessary to go into these proposals here. It should be said, however, that if a similar treatment of all the subjects in American history which appear in each cycle were at hand and as familiar to history teachers as, say, the report of the Committee of Seven, much progress would have been made in the solution of a problem that is now entailing much waste of time.<sup>6</sup>

The foregoing problem was mentioned with no thought of offering a concrete plan of solving it. It is quite possible that the present committee of the American Historical Association, which is working on a list of topics for each field of high school history, will contribute greatly toward its solution so far as it relates to the high school and the college. But what can the individual teacher do about the general problem while she is waiting for co-operative effort to solve what might be termed the organization phase? The remainder of the discussion will be confined to the answering of this question.

Since progress within the subject of high school history is to be secured largely through the teacher's method of procedure, it therefore becomes very necessary for his or her method to be definite, and show increasing complexities as it carries the students forward from semester to semester. For example, the teacher will need to formulate a scheme something like the following:

AN OUTLINE OF A METHOD OF PROCEDURE IN HIGH SCHOOL HISTORY, PURPORTING TO APPLY THE PRINCIPLE OF PROGRESS WITHIN THE SUBJECT.

A. First Year of the Senior High School.

1. Recitation by topic.

- a. Pupils present the facts in a one or two minute oral recitation.
- b. Pupils answer interpretative and review questions put by the teacher.

2. Assignment should include:

- a. Full outline of the work given by teacher at first with definite instructions relative to its preparation.
- b. Later, student may make his own outline after considerable attention has been given to such work during the progress of the course.

3. Supplementary reading to include:

- a. An account paralleling that of the text.

<sup>6</sup> Hedge, Louise J., "Differentiation in the Elementary School History from That of the High School;" Dougherty, Philip, "Material and Treatment for a Senior Class in the High School;" Spencer, C. W., "Material and Treatment for a College Class," all found in the 1915 proceedings of the foregoing Association. See also "Differentiation in Treatment of the American Revolution in Elementary School, High School, and College," by A. W. Smith, in the 1906 proceedings of the same Association.

- b. A short special treatment of some topic in the lesson.
- c. Short biographies.
- d. Limited amount of source readings.
- 4. Report on supplementary reading in the form of:
  - a. Oral recitation of from two to three minutes in length on special topics.
  - b. Outline, synopsis, or summary handed in.
  - c. Contributions during the class period based on parallel readings.
- 5. Permanent note-book exercises such as:
  - a. One-paragraph themes on topics related to the daily work.
  - b. Short biographical sketches of representative historical personages.
  - c. Outlines given by the teacher or made by the pupil.
  - d. Concrete exercises based on source material.
  - e. Pictures and edited clippings.
  - f. Copied illustrations and drawings.
  - g. Tabulations and comparisons.
  - h. Outline maps filled in.
  - i. Graphic representations made by the pupil.
- 6. Oral recitations of from twenty to twenty-five minutes on important periods of history after they have been studied in class.
- 7. One or two minute oral reports on current topics.

B. Second Year of the Senior High School.

- 1. Topical recitation involving on the part of the pupil:
  - a. A rather elaborate and continuous treatment of a topic.
  - b. An application of his knowledge through answers to the teacher's questions involving causes, effects and interpretations.
- 2. Supplementary reading which includes:
  - a. An account paralleling that of the text.
  - b. A fuller parallel account.
  - c. A special treatment of a topic connected with the recitation of the day.
  - d. Source extracts.
  - e. Current literature.
- 3. Reports on supplementary reading in the form of:
  - a. Contributions during class discussion.
  - b. Oral recitations of from five to fifteen minutes in length on some one topic.
  - c. Outline handed in.
- 4. Permanent note-book exercises, such as:
  - a. One or two page themes on topics closely related to the daily work.
  - b. Synopses of brief selections of source material.
  - c. Answers to search questions on secondary or source material.
  - d. Characterizations and summaries of periods or movements.
  - e. Outline maps filled in.
  - f. Tabulations and comparisons.
  - g. Synopses or outlines of reports made in class by other pupils.
  - h. Notes on lectures given by the teacher.
  - i. Reports on contemporary events.
- 5. Oral recitations extending over the whole of the recitation on important periods previously studied in class.
- 6. Oral report on current topics, based on the reading of a number of stories of the same event.

C. Third Year of the Senior High School.

- 1. Topical recitation with emphasis on longitudinal treatment.
- 2. Supplementary reading which includes:
  - a. An account paralleling that of the text.
  - b. A fuller parallel account.

- e. A special treatment of a topic or period.
- d. Source material.
- e. Biographies.
- f. Current literature.
- 3. Report on supplementary reading in form of:
  - a. Contributions during the class discussion.
  - b. Oral reports on topics specially assigned.
  - c. Cards handed in showing kind and amount of reading done.
- 4. Temporary note-book to include:
  - a. Outline of work given by the teacher.
  - b. Voluntary notes on reading done.
  - c. Sketch maps for use in daily recitation.
  - d. Summaries made in class.
  - e. Notes on lectures given by the teacher and reports made by other members of the class.
  - f. A few outline maps filled in.
  - g. Bibliographical materials.
  - h. Charts, graphs and similar materials.
- 5. Oral recitation extending over one or more recitations on important periods previously studied in class.
- 6. An elaborate term paper, prepared according to the following plan:
  - a. Select subject not later than the second week of the semester, the selection to be voluntary from a list proposed by the teacher.
  - b. Class set dates for the reading to be finished, the general outline, the first copy, and the final copy to be in.
  - c. Spend some time each week in discussing the progress made, difficulties encountered, and the technique of footnote references. Develop inductively a set of rules for the latter.
  - d. Each pupil hand in each week his notes secured during the week, relative to his paper. These notes to be kept by the teacher and returned when enough reading has been done.
  - e. The week following the return of the notes an outline based on them is to be made by each pupil. This is approved by the teacher and returned.
  - f. The first copy of the paper comes in on the date previously set by the class.
  - g. If necessary, the first copy is returned and the final one comes in on the date previously set.
  - h. Papers not to be read in class. Much of the material has been used during the progress of the course.
- 7. During second semester a paper should be written on some current political, economic, social or civic topic. This work should be done rather independently.
- 8. Previous training in reading and reporting on current topics should be utilized. The current problem work will be carried on almost exclusively in this manner.

A mere glance at the foregoing outline reveals the fact that progress is secured through increased ability to do certain things relative to the work rather than by mere knowledge as is the case in some other subjects. He would be a pupil of rather unusual ability who could enter the third year of history and do the work according to the method outlined above who had not had the training secured from the first two years' work as proposed. For example, in the writing of the term paper the student applies all his previous training in historical reading and note-taking as well as the technique of footnote references which he has gradually mastered. It would also be quite difficult for the newcomer into the third year

class to recite consecutively and logically for two class periods without notes without having had the training which the first two years of the history work aims to give. Neither could a newcomer do the type of outside reading demanded in the third-year course without the ability developed by two years of training in such work. And, finally, it would be an extraordinary student who could prepare independently the type of paper demanded during the last semester of the history work, as well as do the type of daily work demanded in this course.

While the plan as outlined above has in mind the three years of the senior high school or the last three years of the four-year high school, yet at the same time, it could be adapted to any three years of high school history work. For a school having four years of history it would need some revisions and additions.

It is quite possible that in the hands of some teachers the foregoing method of procedure would become stereotyped and formal, thus making the work lifeless and of little value. It is also quite possible that the progressive standards of attainment demanded in each year might be so vague and indefinite in the mind of a teacher that a pupil could move along through the course without progressing in his ability to do the things which the outline demands. To overcome these possibilities the teacher will need only to vary her recitation procedure as the occasion requires, and to let the class set the standard according to the demands made by the outline. It is the writer's conviction that the outline itself presents sufficient possibilities for variation to prevent the plan from becoming formal and lifeless.

To do high school history work of very great value the supplementary reading proposed is quite necessary. As a rule, some such work should be done every day and used in the recitation period as the outline suggests. While formal oral reports on outside reading are usually an unmitigated bore, yet they may be made of great value, if properly related to the topic of the day. This can be done as follows: Assign for special reports readings on two or three of the sub-topics in the day's lesson topic on which the text has little or no material; have these prepared very carefully; when each of the sub-topics on which reading has been assigned is up for discussion, simply call on the students to recite who you know are prepared best because of their special readings. In the review, hold the whole class responsible for all the work of each recitation. It is the writer's opinion that outside reading not utilized in the daily recitations is usually a bore, and consequently does more harm than good. It is also his opinion that it is quite impossible to apply the principle of progress within the subject of high school history if the pupil has no book other than his text to read. In fact, he is almost to the point of saying that where nothing else is possible let the history give way to subjects that can be successfully taught through the use of no other material than that found in the text.

In conclusion, the writer wishes to register his belief that progress within the subject of history can be

secured in any one or all of the following ways: (1) By the teacher's method of procedure in teaching the subject; (2) by a close organization of topics presented in two or more of the cycles so that a higher type of ability will be demanded at each level; (3) by an organization and selection of the topics in each cycle so that there will be little or no repetition, thus making it possible for the child in the seventh grade to study one set of topics relative to the Revolution-

ary War, the high school senior another set, and the college student another, all so organized that the second cycle could not be done successfully without a knowledge of the first, and the last without a knowledge of the first two. While we are waiting for cooperative effort to secure progress through these last two methods, the teacher will have to secure this much-to-be-desired result through her method of procedure day by day and term by term.<sup>7</sup>

## Testing Results in History Teaching

BY FRANCIS M. MOREHOUSE, UNIVERSITY HIGH SCHOOL, MINNEAPOLIS, MINN.

The thoroughness and efficiency of history teaching is tested finally in the ease and success with which pupils meet situations in the social experiences of maturity. The tests of life are constant, difficult and potent for good and evil. The tests which teachers and pupils apply in school should be such as preveise as closely as possible the tests of daily duty and opportunity in later life. They should be type and prophecy of those recurring throughout maturity, whereby circumstances portray the quality of soul in men and women, make clear the measure in which they meet the demand of their day. Examinations are not primarily to measure either the efficiency of teachers or the cleverness of pupils; they are to warn both that part of the foundation for living has been faultily laid, or to give assurance of its solidity and encourage to further progress.

### TESTING BY EXAMINATION.

There are other forms of test besides the time-honored one of formal examination, but none which, on the whole, compares with it in sureness and helpfulness. The sureness and helpfulness, however, depend upon two things: the nature of the preparation made by the students, and the kind of questions in the test; and both are clearly governed by the results which the teacher has in mind when he directs the learning process which later is to be tested.

We may say that the three great aims of history teaching are:

I. An equipment of facts, so arranged and memorized as to be readily and constantly at the command of the learner for practical purposes.

II. Reliable historical judgment, which is the final result of

- a. The fundamental fact-knowledge.
- b. Ability to differentiate the factors in a given fact-group.
- c. Ability to compare and contrast facts, and to select them with reference to given relations or characteristics.
- d. Ability to evaluate facts.

- e. Ability to abstract and generalize.
- f. Ability to trace causal relations.
- g. Ability to apply known facts to new situations.

### III. A socialized attitude toward humanity.

The accomplishment of these aims is a progressive and cumulative process. The fundamental thing is the acquisition of facts; the thinking and emotional elements of history-learning must follow this primary, absolutely necessary first step. It follows, then, that in the first grades the history-learning process is very largely one of fact-learning, and that as children grow older, as their powers develop, there should be more and more of that practice in thinking which is involved in the attaining of what we call historical judgment. The teacher of history in any grade of a school system should know and feel keenly the stage in the whole process which his own pupils have reached, and give lessons and tests which are aimed to develop a due increase in the thinking, idealizing and motivating powers of those pupils.

This necessity for continuity in the long history-learning process is the chief reason for the need of a supervisor of history in every school system, who shall see the long process as a unit of growth, find weak places and suggest means for strengthening them, and apply whatever methods may be needed to make the whole process well-balanced and successful in the end. No course, however logically planned and however complete on paper, can be maximally successful without this personal supervision; for there must be an intelligent and devoted direction of the manifold adjustments and minor changes which insure the well-rounded course and final achievement of good results.

To return to the question of history tests: There is a certain legitimate stimulation of effort resulting from the constant possibility of the "sprung" test—the unannounced quiz which approximates the situation of life's chance demands for information. Most teachers wisely use these tests, short and brisk and centered about one topic at a time, almost daily in connection with drill and review. But the formal examination, coming at stated intervals or after the completion of given units of the work, may be used to stimulate review and organization on the pupil's part to an extent which in itself justifies this type of test.

<sup>7</sup> For two stimulating and suggestive articles on "Gradation of High School Work in History," by G. A. Washburn, of Columbus, O., and E. E. Smith, of Youngstown, see "The Ohio History Teachers' Journal," No. 3, November, 1916.

School children are so human that without the incentive of an impending test they will rarely make the effort to recanvass in its entirety the material on any subject. Few grown people will do this; few teachers, for instance. And yet without a comprehensive, well-knit, unified and logical review the material mastered in sections fails of thorough and permanent mastery, and so of later usefulness to the learner.

History test questions should try either the mastery of facts, the ability to think, or the degree of socialization of attitude reached; or they may test two or three of these at once. The three varieties of questions should be used in the proportion suggested by the maturity of the student and the stage of development he has reached. Pupils in the lower grades, or those in upper grades who have missed thorough preparation at first, should have a majority of questions testing conventional preparation, fact-knowledge; those of maturer years and thought a goodly number of those which test their powers of conclusion and the socialization of their attitude, without a neglect of the more thorough and detailed mastery of facts which should come with a second or a third study of any period of history.

Incidentally, a history examination should test the fundamental habits of neatness, accuracy, speed and good form as rigidly as the examination in any other subject. Ragged margins, careless punctuation and bad spelling are offenses that should be marked as sternly and corrected as carefully in history papers as they are in English papers, and that accuracy of expression which requires concise and correct sentence structure as a medium, should be one of the first outcomes of the clear-cut thinking which history study subtends.

To illustrate the requirements of adequate test, three sets of questions are given below which are suitable respectively for fifth grade, eighth grade and senior high school classes. They are all designed to measure the efficiency of instruction and the success of the pupils' preparation for social living, in the study of the settlement of the Atlantic Coast colonies.

Note that in these questions, there is a progression in the requirement of fact-knowledge, which is tested sometimes directly, sometimes indirectly. In the first set of three, the fifth grade question asks for such a statement of the immediate facts of the discovery as these pupils may be supposed to have mastered (but note also that they are required to marshal their facts and tell their story without any detailed questioning; they must organize their simple material and tell their story without suggestion of topics or order from the teacher); in the eighth grade, the scope of knowledge is increased to include the whole series of enterprises contemporaneous with Columbus' discovery, and there is added a very simple test of ability to explain causes. In the high school the scope of knowledge tested includes the European background of American history, the facts of the discovery, and a more advanced test of power to trace relationship.

In the fourth set of three questions, that for the

fifth grade is very concrete, a simple test of the memorization of easily-imaged units. In the eighth grade there is required an ability to trace relationships and make conclusions, based upon a fuller knowledge of facts than is necessary for answering the fifth grade question. In the high school the concrete problem has become generalized and is expressed in terms not used in the lower classes; while the illustrations required measure the increased mastery of fact. The fifth and sixth questions for high school students test the development of ideas of ethics and knowledge of world conditions not possible to younger children; the seventh is a fairly stiff test both of organized fact and of power to trace causes.

The third question of the second set of three is an exception to the general rule that questions for advanced pupils should test thinking power and the development of ethical standards. This one tries memory and skill, with no call for the exercise of historical judgment. It is thought that the power to image and reproduce the eastern coast-line, to draw boundaries and insert the historical data called for, constitute a fair requirement for high school students. Not every question for advanced students is a judgment question, although a majority of them should be. The eighth set of questions involves a sequence in selective thinking, one of the steps in the development of historical judgment. Other forms of questions may easily be devised for testing ability to differentiate, compare and contrast, evaluate, abstract and generalize, and trace causal relations.

It is, then, the aim of careful teachers to test for those phases of the cumulative process of history-learning which belong to the stage of progress of the class in question. In the lower grades there will always be a large proportion of questions on facts, and these facts will be the concrete, imaged, outstanding ones of notable events, pageant-like action, vivid personalities, ideal-forming deeds—those fundamental actual tangible things that are the outward signs of changing human life. Comparison, evaluation, generalization, application, are encouraged but not to any great degree required; for their time is to come. As the children grow older and enter the great disciplinary period of pre-adolescence, they are led to increase and ramify and organize this fact-equipment, and also gradually, growing still older, to think for themselves and to form judgments. With adolescence there is an access of ability along all lines, but especially of the intellectual and emotional powers; and therefore the appropriate tests include those of all phases of history-learning, culminating in that of socialization of attitude.

In an adequate academic test of results in history therefore the first essential is that all the objects of history learning be kept in view. The second is that these various elements be proportioned according to the maturity and stage of development of the pupils. A third is that the test be severe enough and thorough enough to give dependable results. A fourth, not yet possible because we have no such standards as have

## FIFTH GRADE.

1. Tell the story of the discovery of America.

2. Write in three columns the names of the thirteen colonies, date of settlement, and reason for the coming of this group of settlers.

3. How did the people of New England live, about 1700? The people of Virginia?

4. What kind of money was used in Virginia? Where were the books, glass and furniture used there made? Describe the roads.

5. What were the Navigation Acts? Why did England make these acts?

6. Describe a Yankee ship of the eighteenth century? Where did these ships go, and what cargoes did they carry?

7. How were the colonies governed before the Revolution? Are the people along the Atlantic Coast governed in the same way to-day?

8. From this list of names, select and check those who changed their homes because of religious persecution:

Patrick Henry.  
Anne Hutchinson.  
John Cabot.  
Sir Francis Drake.  
Henry Hudson.  
Roger Williams.  
George Calvert.  
James Oglethorpe.  
Eliza Lucas.  
James Otis.

## EIGHTH GRADE.

1. Sketch briefly but accurately the famous voyages of the fifteenth and early sixteenth centuries. Which of these interest Americans most, and why?

2. Select three typical colonies, and tell the most important facts about their settlement.

3. Would you have preferred to live in Massachusetts or Virginia in 1700? Give clear reasons for your preference.

4. What did the people of New York and Virginia know about each other? Why? Why did the Virginians sell their tobacco and buy their supplies in England, instead of going to New York or Boston for them?

5. What was England's colonial policy during the seventeenth and eighteenth centuries? Was it a wise one? Why?

6. Describe the sea traffic of the Yankees in the eighteenth century. What was its effect upon the life of New England? Was New England affected by the slave trade?

7. What different forms of colonial government were to be found in 1750? Where was representative government most fully developed? Why?

8. Check the names of those men who helped the cause of American independence, and star those who hindered it:

George Rogers Clark.  
Samuel Adams.  
John Dickinson.  
Lord Chatham.  
Lord North.  
General Gage.  
General Gates.  
General Howe.  
General Burgoyne.  
General Greene.  
Henry Clay.  
Sir William Berkeley.  
Benjamin Franklin.

## SENIOR HIGH SCHOOL.

1. What forces led to the discovery of America? Relate the facts concerning it. What relation had the Renaissance and the Reformation to this discovery?

2. Draw an outline map of the Atlantic Coast, noting upon it the boundaries of colonies founded there, first settlements in each, and date of settlement.

3. How was life in New England and Virginia respectively affected by the two elements of religion and climate? Where was the Roundhead element found? The Cavalier? Why?

4. Compare colonial economic conditions in Virginia with those of New York; with ours now. Give specific illustrations.

5. What was the origin of the Navigation Acts? Had England a right to enforce these acts? How did her economists justify her course? Compare her policy with Canada and Australia to-day.

6. Draw a map showing the trade routes of New England shipping in the eighteenth century. Can any trade of to-day be compared with this? What were the effects upon the relations of England and Spain? Was the trade ethically justifiable? Why?

7. Trace accurately the development of representative government in the colonies to 1776. What factors contributed to this development?

8. Make a list of the names of twenty men who were leaders in American colonization. Indicate which were actuated by religious, which by financial, and which by political motives.

been worked out for studies of more definite content, is that the response received shall be compared to a norm by which definite measurement of results achieved may be made. Such measurements will without question be devised in time; for although the peculiarly cultural and almost incalculable nature of history and literature have prevented, to the present time, the formation of standards for measuring efficiency in their teaching, specialists are coming surely to a more scientific knowledge of the factors involved, and this knowledge will bring in time such means of test as shall make it possible to judge progress in history as surely, if less mathematically, as in spelling or arithmetic.

## TESTING BY PROBLEMS.

Another method of testing results than the time-honored and excellent one of formal examination, is that of assigned problems. The problem-test should

be used in goodly proportion to the examination-test, for while it may (or may not) involve less the memory and the ability to organize, it demands far more of personal initiative, a quality which traditional school methods have notoriously neglected. It is especially useful for the purpose of testing the mastery of the tools of learning—the use of books, the reading of maps and diagrams, and the correlation of such already-acquired skills as, for instance, arithmetic and reading. Problems, like examination questions, should be graded in nature as well as in difficulty, those for less advanced pupils involving chiefly a discovery of new specific facts, while those for advanced students may include the discovery of more obscure information, the application of known facts to new situations, generalization from given data, the comparison of results from a series of causes, or even questions of judgment involving a test of ethical ideas. It is difficult to make problems for a "typical" set of

pupils; but a series of problems intended for fifth, eighth, and twelfth grade classes respectively, in a fairly typical city school, is given below:

**Fifth grade:** The land route to Kentucky through Cumberland Gap was hard and long, whereas floating down the Ohio was comparatively easy. Why, then, did the Kentucky settlers go by land to their new homes?

**Another:** Our text<sup>1</sup> says that "For a long time after emigrants from England had made their homes in the Carolinas, a large area between South Carolina and Florida remained unsettled." Since this was good land, and there were many people coming from England during this time, how do you explain this?

**Eighth grade:** In 1754, when the French and English were fighting for the possession of North America, there were about 1,160,000 people in the English colonies, and only about 80,000 French people in all the French settlements,<sup>2</sup> who had, however, some Indians to help them. (The Iroquois were the Allies of the English.) Why did not all the Englishmen join together and end the war at once, instead of fighting on until 1758? Why did England have to send over soldiers to help the colonies?

**Another:** Just before the Revolution there were 164 Anglican parishes and 91 ministers in Virginia; at the close of the Revolution there were only 69 parishes and 28 ministers. Why was this?<sup>3</sup>

**High school seniors:** make a graph showing the development of representative government in the thirteen colonies, and one showing the development of religious toleration. If the growth of representative government be rightly considered an index to the love of civil liberty, is there any visible relation between (the love of) civil liberty and religious liberty in the colonies?

**Another:** The United States was so ungrateful to Silas Deane, the commissioner who secured French aid for the colonies in 1778, as to drive him into bankruptcy. How and why? Who was to blame?<sup>4</sup>

#### TESTING BY THE WRITING OF HISTORY.

A third method of test which has been little used, and which should be used at any time sparingly and with good judgment, is that of requiring the construction or the reconstruction of history. By the reconstruction of history is meant the writing of a unit of considerable scope without the guidance of any questions or directions. This is really different from the oral recitation upon a large unit because such a recitation may be interrupted at any point when an essential misconstruction is evident; whereas in the written test there is no correction at the time. Nevertheless

<sup>1</sup> Gordy, "Elementary History of the United States," 92.

<sup>2</sup> Parkman, "Montcalm and Wolfe," I, 20; Thwaites, "France in America," 128.

<sup>3</sup> Perry, "History of the Church of England," 614. These children had been reading Chapter XVII, "Religious and Moral Forces," in Coffin's "Building of the Nation."

<sup>4</sup> Perhaps the clearest short explanation of this incident is found in Channing's "Students' History of the United States," 211.

there should be occasional examinations in which no further direction is given than that of indicating a comprehensive subject—such as, for instance, that of "English Constitutional Development" or "The Unification of Italy." Probably the average examination errs upon the side of giving too many and too specific aids to the students. There may be an adequate memory test in the detailed examination, but there is scarcely any test of that organizing ability which history study should help to develop. Of course these big-topic tests should increase in number as students grow older and think better; by the senior year in high school at least half of the examinations given should be of this topical type, and they should be graded for comprehensiveness and organization as well as for fact-presentation.

The writing of original history is the last step in testing the results of history teaching, except such as fall outside the sphere of direct measurement. It makes proof of powers of observation, collection, selection, judgment, organization, rather than of memorization. It draws strongly upon the initiative and imagination, as well as upon the technical skill, of the student; and for that reason it is valuable as a counter-emphasis for the older conventional examination method, which stresses the fundamental fact-learning powers predominantly. It correlates easily with work in composition, and has other values which will readily appear to thoughtful teachers; and it is urged that it be used occasionally for its stimulating effect upon the interest and ambitions of students, as well as a test of developing judgment.

Here are some exercises for use in the type-grades already referred to:

#### Fifth grade:

1. The story of the establishment of Garden Day in our school.
2. How we celebrated a Sane Fourth in \_\_\_\_\_.
3. What my grandmother's letters show about pioneer life.

#### Eighth grade:

1. The coming of the telephone to \_\_\_\_\_ County.
2. The campaign of 1860 in \_\_\_\_\_ County.
3. How we built our new schoolhouse.

#### High school seniors:

1. A history of the local church which I attend.
2. How our family came west.
3. The forces which decided the late election.

#### INCIDENTAL TESTS.

Of far greater value to the student than any formal test that can be devised, are such incidental tests as may happen, or may skilfully be provided, to enable him to put to use the knowledge and powers he has gained. The use of historical facts in debates, essays, speeches, and daily conversation gives constant occasion for the best kind of test. That teacher who overhears his pupils citing facts learned in the history class in a lively argument on the play-ground or a political set-to in the cloak-room has a sudden access of love for his profession, and pride in the intrinsic

quality of his work, which he never knows when the same boys and girls make an average of 90 in their examinations. The well-organized school affords many opportunities for such informal and constant tests, which approximate the daily trial of the later and wider life of the students, more nearly if less thoroughly than the most scientifically devised questions can.

One of the real tests of work well done is the unconscious quality of the product. How countless are the smiles, often a bit grim, with which teachers have listened to their own sentiments, their favorite epigrams, their ideals and conclusions and propositions, repeated from the commencement platform or in the school debate by students who are sure they thought

these things out for themselves! Many a teacher has been inwardly exasperated or amused to see the triumphant career of his own ideas, perhaps even his own words, in the mouth of some former pupil with a gift for public presentation; and has reached the grace of reconciliation through the reflection that probably he too stole the idea or the words in the days of his youth, from some older thinker who led him in the fields of thought. There are few new things in the world, and few indeed who have never fallen into the coils of unconscious plagiarism; fewer still who give to men a fresh truth—which is reason enough for our gratitude when Fate gives it to us to pass on into new eras and areas of influence upon conduct, any old truth we ourselves may know.

## A Method of Teaching Practical Civics

BY E. E. PATTON, PRINCIPAL OF HIGH SCHOOL, KNOXVILLE, TENN.

Our school is managed under the group or home-room system; each teacher is assigned his recitation room and the pupils are apportioned among the various teachers. When a pupil arrives in the morning he puts his wraps in his locker and reports to his group room where the teacher keeps a record of all absences and tardies. This much is necessary in explanation of my subject.

On the 6th of November, 1916, we held an election in all of the twenty-two group rooms of the school. These rooms were made to represent states in the government and were given the names of their various teachers instead of taking names of particular states of the Union. Candidates for electors favorable to the different candidates for president were put forward in all of these different "states." The election was regularly held, with printed ballots, etc. Instead of having the customary election clerks and other officers of election, poll-tax receipts, registration certificates, the teachers made appropriate talks on these various things used in regular elections.

The result of this election was tabulated and sent into the office in the same manner that returns are sent in to the Secretary of State in the States. A correct list of the successful candidates was kept and on the second Monday in January the duly chosen electors for the different "states" met in a "room in their state capitol" and there organized by electing a chairman, secretary, and messenger. When the organization had been perfected they cast their ballots for the men of their choice for president and vice-president, made out the three lists as required by law and sent two of them to the "presiding officer of the United States Senate" who in this instance was the head of the Commercial Department of the school. It might be well to state here that his pupils do not meet with the rest of the school in the regular morning chapel exercises so that his room could very well represent the Senate and the other part of the school represent the House of Representatives. The third list that is to be left with the "nearest

federal district judge" was turned in to the clerk to the principal.

Before these electors met for the purpose of casting their votes they received regular certificates of election from their respective group teachers who impersonated the governors of states.

These certificates read as follows:

"To the Honorable (here the names of the electors were inserted): It appearing from the official returns and certificates on file in the office of the Secretary of State, that at the general election held in all of the precincts of the several counties of the State of ..... on the 7th day of November, 1916, you were legally and constitutionally elected an elector for president and vice-president from the State at large of ....., this certificate is therefore issued as an evidence of your election as such elector.

.....  
Governor.

.....  
Secretary of State.  
This 6th day of December, 1916."

On the morning of the second Wednesday in February, 1917, enough seats were vacated in the regular chapel hall to accommodate the entire Commercial Department. The main body of the school was called the "House" while the Commercial Department represented the "Senate;" a sergeant-at-arms had been appointed by the Speaker of the House and he took his position at the main entrance to the House of Representatives. When the vice-president, accompanied by the Senate and their various officers, appeared on the stairway, the sergeant-at-arms of the House announced in a loud and dignified voice, "The Vice-President and the Senate of the United States" and escorted the Vice-President to the Speaker's rostrum where he took his seat on the right of the Speaker. The Vice-President called the two houses to order, called for the tellers, previously appointed, to come

to the desk, opened all of the lists and submitted them for inspection to the tellers. When all had been finished, the result was announced in regular order and the Vice-President declared the convention dissolved in the following words:

"This announcement of the state of the vote by the President of the Senate shall be deemed a sufficient declaration of the elected President and Vice-President of the United States, each for the term beginning March 4th, 1917, and shall be entered, together with a list of the votes, on the Journals of the Senate and the House of Representatives.

"Gentlemen of the Senate and House of Representatives, the purpose for which this convention assembled having been accomplished, the presiding officer dissolves this joint convention, and the Senate will retire to their Chamber."

The election, the meeting of the electors in the different States and the counting of the votes in the "House" was all carried out in the regular form insofar as it was possible to do this.

Our local papers gave us space in their columns to describe the event, and the opinion of the teachers was unanimous that it had been most helpful and instructive to both pupils and teachers in their work in school.

Below is the report from the "Sentinel," of Knoxville, on the whole procedure:

#### VOTE CANVASSED AT HIGH SCHOOL.

The senate was represented by the commercial department pupils, while those in the lower study hall were the house of representatives.

The ceremony was carried out just exactly as it was done by Congress at Washington on Wednesday.

A joint session of the "senate" and "house" was held in the lower study hall.

Prof. S. A. Lewis, teacher of the commercial department, impersonated the vice-president.

Prof. Patton represented Champ Clark, while Joe Long was sergeant-at-arms for the house.

As the "senate" marched down the stairs from its room on the second floor, Sergeant-at-Arms Long announced the arrival of that dignified assemblage, whereupon the "house" arose to its feet. Prof. Lewis was escorted to the seat of honor to the right of Prof. Patton. The tellers were also assigned to seats on the rostrum. After all had been seated, the vice-president proceeded to deliver the certificates of election, one by one in the alphabetical order of the states, who read and counted them.

Ned Dow and Francis Stewart, tellers for the house, were seated at one side of the vice-president, and Carl Perrin and Harry McLean, tellers for the senate, at the other side. Each couple was given a certificate, each group of electors at their meeting Monday, January 8, having prepared two certificates for the vice-president, one of which was sent to him by a messenger and the other by mail, while a third one was turned over to the nearest United States district judge, who in Tennessee happened to be Judge E. T. Sanford, of Knoxville.

The election of the Knoxville High School students had been held on November 6 in each of the rooms. Girls, as well as boys, were allowed to vote in this election. The number of electors which could be elected by each group depended upon its size, just as the number of electors to which each state is entitled depends on its population. The number of electors elected by the high school groups ranged from three to seven.

Instead of being called the names of states, the groups took their state name from the name of their teacher. There were the states of Rice, Brown, Cain, Chavannes, Evans, French, Kennedy, Kurth, Lynn, Pendley, Plummer, Rogers, Siencknecht, Coe, Steele, Jobe, Lewis, Poteet, Reveley, Smith, Smyth and Stineman. The teachers were also governors.

After the last certificate had been handed to the tellers they announced that the result of the electoral vote was 117 for Wilson and three for Hughes. The state of Kurth had given three votes to Wilson and three for Hughes.

## Learning History by Doing

BY HELEN E. PURCELL, INSTITUTE FOR PUBLIC SERVICE, NEW YORK CITY.

Different types of history teaching were illustrated in two fifth-grade classes each studying the same topic—the invasion of Mexico by Cortez. The first class was droning out the story without interest and with but little understanding. A glance at the second class showed that interest was at white heat. As the visitor entered every pair of eyes flashed a welcome and every face lighted up at the opportunity to show what they had been doing.

At the moment the class was gathered about a sand table putting the finishing touches to a labor that had meant much work and thought. Instead of studying *about* Cortez and Mexico, these children had made Montezuma's City on the sand table with the temple and the market place. Bark canoes were in the water separating the island from the main land and gayly dressed Aztec warriors and maidens walked in the

streets and ascended the steps of the great temple. The island upon which the city was located had been built of gravel and stones, with a thin layer of sand; the buildings had been made of clay, and painted cardboard figures provided realistic people. Water flowed around the city and even without the glowing faces of the class it was an illuminating and interesting piece of work.

To accomplish this, these children had examined many references, planned the size of their island and buildings, and had finally built the city; although, as one boy naively informed the visitor, "there were many, many more houses and people in the real city than we have room for in our city." In talking about Cortez and Montezuma these children evinced historical interest and intelligence. For them the acts of these men had a real background, and as they talked

they pointed out buildings and locations in the city connected with the events described.

Another example of learning by doing was illustrated by a class studying Magellan's trip around the world. In this case "doing" consisted in making water-color pictures of the principal events in the voyage. The fact that a finished volume of these pictures in which the work of each child would be represented was to be given to a former teacher as a Christmas gift furnished an additional motive for this piece of work.

Before deciding to make these pictures the class had read and discussed the story. Afterwards thirty subjects for pictures were suggested by the children and placed upon the board by the teacher. Later the class reduced this number to fifteen by elimination of those subjects that did not appear to be of importance in telling the main points in the story. Each pupil then chose three pictures to paint.

The real work then began. Ships, costumes, methods of fighting, etc., appropriate to the period and the events in the story had to be studied, but interest never flagged and a set of pictures that expressed feeling and knowledge was the result.

Other types of learning history by doing include dramatization, "period" parties, making of outlines and the writing of original stories based upon historical incidents. In fact, opportunities for live teaching of this subject are limited only by the outlook of the teacher.

#### HISTORY TEACHERS' ASSOCIATIONS.

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## College Entrance Examination Board's Questions in History, 1917

By the kind permission of the secretary of the College Entrance Examination Board, Dr. Thomas S. Fiske, the MAGAZINE is enabled to print in full the Board's papers in history for the June and September examinations in 1917.—EDITOR.

### HISTORY A—ANCIENT HISTORY.

In each answer give dates.

#### PART I. (Required.)

- Sketch the lives of any two of the following persons, selecting one from group (a) and one from group (b), and show, where possible, in what ways their lives affected their own and later times: (a) Alcibiades, Cleisthenes, Cyrus the Great, Socrates; (b) Charlemagne, Constantine, Pyrrhus, St. Paul.

#### PART II. (Answer one question.)

- Sketch the history of the Hebrew people from the time they settled in Canaan until their land became part of the Persian Empire.
- What is the importance of the Phoenicians in history? Of what empires, up to 323 B. C., was Phoenicia successively a part?

#### PART III. (Answer one question.)

- Describe the part taken by the Greek fleet in the struggle between Greece and Persia between 500 and 450 B. C. To what extent do you think it is true that "the struggle was one of the most momentous in all history"?
- Tell what you can of the Achaean League. In what ways was it like, and in what unlike, our own union of states?
- Describe the government of Athens, not including the government of the Athenian Empire, in the time of Pericles. What were its strong points and its weak points?

#### PART IV. (Answer one question.)

- Tell the story of the political struggle which took place during the thirteen years after the death of Caesar.
- Name the Roman provinces at the end of the Republic. What were the evils in the social and political life of Rome at this time which were the result of her conquests outside of Italy?
- Give an account of the Visigothic invasion of the Roman Empire. At what earlier times had the Roman world been threatened by Germanic invasions? Why did the Romans fail to check the Visigothic invasions?

#### PART V. (Answer one question.)

- Describe carefully the Athenian Acropolis at the time of the Peloponnesian War.
- Describe the general character of the works of two of the following authors: Cicero, Tacitus, and Virgil. With what Greek author may each of the two names you have chosen be most fitly compared?

#### PART VI. (Required.)

- Write brief notes on five of the following terms, showing that you have a definite knowledge of their origin and meaning: Academy, bishop of Rome, divination, Epicurean, Forum, martyr, Nicene Creed, vandalism.

#### PART VII. (Required.)

- (a) Mark on map 111b the name and location of five of the following places:

Site of the Great Pyramids,  
Home of Odysseus,  
Place of the death of Leonidas,  
Chief city of the Phoenicians,  
An important Greek city in Italy,  
Birthplace of Jesus,  
Route of Xerxes' fleet.

- (b) Mark on map 111b the name and location of five of the following places:  
Home of the Samnites,  
First naval battle in the Punic Wars,  
Site of Varus' defeat in 9 A. D.,  
Chief Greek city in Sicily,  
A province in Europe added to the Roman Empire by Trajan,  
Meeting-place of the Church Council in 325 A. D.,  
A battle where Attila was defeated.

### HISTORY B—MEDIÆVAL AND MODERN EUROPEAN HISTORY.

In each answer give dates.

#### PART I. (Answer one question.)

- Give an account of the Huns in the fourth and fifth centuries—their characteristics, migrations, and influence.
- Describe (a) Charlemagne's personal character, (b) his relations with the Papacy, and (c) his system of government.

#### PART II. (Answer one question.)

- What were the ideals and services of the Franciscans? Compare with these the ideals and services of the Dominicans.
- Explain fully in what respects the sixteenth century was an era of revolution.

#### PART III. (Answer one question.)

- What were the aims and achievements of two of the following Popes: Gregory I, Gregory VII, Boniface VIII, Julius II, Leo XIII?
- Write fully on one of the following men: Dante, Calvin, Cavour.
- What are the characteristics of medieval Gothic architecture? Name at least one medieval example of Gothic architecture.

#### PART IV. (Answer one question.)

- Explain fully what is meant by "spirit of nationality." Give at least two examples to illustrate how this spirit of nationality has been a factor in historical changes during the last hundred years.
- What of permanent importance did Napoleon I accomplish for France?

#### PART V. (Required.)

- Write brief notes on five of the following topics: Dreyfus, Galileo, Giotto, Parlement of Paris; Reichstag, Robespierre, Trafalgar, "Open Door" policy, Ulrich von Hutten.

#### PART VI. (Answer two parts only of question 11.)

- (a) Mark on map 111b the brief trade routes of Europe in the fifteenth century and the name and location of the six cities which were most important as trade centers.

(b) Mark on map 111b five of the following places: Adrianople, Belgrade, Bucharest, Montenegro, Salo-nika, Sofia, Transylvania.

(c) Mark on map 111b ten of the following places: East Prussia, Normandy, Bohemia, Tuscany, Corsica, Aragon, Crecy, Poitiers, Valmy, Corunna, Trafalgar, Solferino, Heligoland.

## HISTORY C—ENGLISH HISTORY.

In each answer give dates.

## PART I. (Required.)

1. Write on two of the following men: Geoffrey Chaucer, Walter Raleigh, Christopher Wren, Horatio Nelson, Cecil Rhodes.

## PART II. (Answer one question.)

2. What remains or influences were left in England as a result of the Roman occupation?
3. Write on the character and work of one monarch and of one churchman of the Anglo-Saxon period.
4. Describe the forms of trial which were used in England before the reign of Henry II. What new form of trial was introduced in his reign? Why is this form of trial now considered so important?

## PART III. (Answer one question.)

5. Explain the terms of the union of England and Scotland, and of England and Ireland.
6. Under what two sovereigns did the English Parliament make its greatest gains in power? Explain what the gains were in each case.
7. What reforms were made in England in the nineteenth century in the interests of the laboring classes?

## PART IV. (Answer one question.)

8. What part did the elder Pitt play in the development of the British Empire?
9. What different types of colonies has England at the present day? Explain how each type is governed, and mention an example of each.

## PART V. (Required.)

10. Write brief notes upon five of the following topics: Act of Supremacy, Asquith, Boers, Coffee-houses, Corn Laws, Methodists, Statute of Labourers, Triple Entente.

## PART VI. (Answer one part only of question 11.)

11. (a) Mark on map 111b (a) the names and boundaries of the continental lands in English hands in 1360 A. D., and (b) five of the following places: Crecy, Poitiers, Blenheim, La Hogue, Trafalgar, Heligoland, Mons.
- (b) Mark on map 120b the name and location of eight of the following places:  
England's oldest university,  
William the Conqueror's first battle in England,  
A victory of the Scots over the English in the reign of Edward II,  
William III's victory over James II and the Irish, Church Council in 664 A. D.,  
An important naval base on the south coast of England,  
An important road in Roman Britain,  
An important cathedral town in England,  
An important cotton manufacturing town in England,  
A county famous for its tin mines.

## HISTORY D—AMERICAN HISTORY AND CIVIL GOVERNMENT.

In each answer give dates.

## PART I. (Answer one question.)

1. Give an account of the settlement and history of Massachusetts Bay Colony to the middle of the seventeenth century.
2. Sketch the career of George Washington before the outbreak of the American Revolution.
3. Give the substance of two acts of the British Parliament in the decade before the American Revolution which contributed to cause the revolt of the colonies. How did the colonists show their resentment toward each of these acts?

## PART II. (Answer one question.)

4. Sketch the public career of one of the following men, showing how his life has influenced the history of our country: John Quincy Adams, Daniel Webster, John C. Calhoun, William H. Seward.
5. How was the foreign trade of the United States affected by conditions in Europe during Jefferson's administration? How did his administration attempt to protect this trade?
6. What were four important steps in the development of the slavery controversy from the end of the Mexican War to the outbreak of the Civil War? Explain the significance of each of the four.

## PART III. (Answer two questions.)

7. Tell the story of the Gettysburg campaign. What was its significance?
8. What were the causes and results of the war between the United States and Spain?
9. Compare the character of the immigration into the United States during the decade 1850-1860 with that during the decade 1900-1910. What restrictions are placed upon immigration into the United States at the present time?
10. What policy in regard to the Western Hemisphere was outlined by Monroe in 1823? On what occasions since the Civil War has the United States applied this policy in its foreign relations?

## PART IV. (Answer one question.)

11. By what provisions does the Constitution of the United States attempt to make the Senate "a more permanent, conservative, and dignified body" than the House of Representatives? How and when have the original provisions in regard to the Senate been modified by amendment?
12. Could a President be elected by a minority of the total number of persons voting at a presidential election? Give your reasons.

## PART V. (Required.)

13. Write brief notes on five of the following topics: Caucus, Cumberland Road, The Federalist, Mugwump, Pan-American Movement, Progressive Party, Rough Riders, Tippecanoe.

## PART VI. (Answer two parts only of question 14.)

14. On map 175b:
  - (a) Name and shade the slave states which did not secede from the Union at the time of the Civil War.
  - (b) Indicate the routes traversed by De Soto, Coronado, and Lewis and Clark.
  - (c) Name and locate four of the following places:  
Place of Burgoyne's surrender,  
Place of John Brown's raid on federal property,

First permanent English settlement in America,  
First state west of the Mississippi admitted into the  
Union,  
Western land claims ceded by Connecticut after the  
Revolution,  
One state west of the Rocky Mountains which voted  
for Taft in 1908 but for Wilson in 1916.

#### COMPREHENSIVE EXAMINATION—HISTORY.

Thursday, June 21, 1917.

Selecting one of the five divisions, answer fully six questions as there required. Take about two hours of your time for these six questions.

If you have studied in your school course only one of these divisions, answer one, or two, or three additional questions from that division.

If, on the other hand, you have studied two or more of these divisions, answer three additional questions not in the division first selected.

Give dates, or approximate dates, where they are needed.

#### DIVISION I: ANCIENT HISTORY.

GROUP I. (Answer one question only.)

1. Write fully on any two of the following persons: Cyrus the Great, Themistocles, Plato, Aratus.
2. Tell the story of Sparta's struggle with the Persian Empire (400-387 B. C.).

GROUP II. (Answer one question only.)

3. Write fully on any two of the following persons: Hannibal, Pompey, Tiberius, Justinian.
4. Sketch the history of Rome from the battle of Pharsalus (48 B. C.) to the battle of Actium (31 B. C.).

GROUP III. (Answer one question only.)

5. Discuss the accuracy of the following statement: "The Romans were never a commercial people."
6. Discuss the accuracy of the following statement: "No single personality, excepting the carpenter's son of Nazareth, has done so much to make the world of civilization we live in what it is as Alexander of Macedon."

GROUP IV. (Answer two parts only of question 7.)

7. Mark on map 113b or 135b (giving both location and name):
  - (a) the routes of the Ten Thousand of Xerxes' invasion of Greece, of Hannibal's march from Spain to Cannae; locate on the map the chief battlefields on the line of each route;
  - (b) the frontier of the Carthaginian Empire at the outbreak of the First Punic War, the frontier of the Roman Empire at the end of the Second Punic War, the frontier between Rome and the northern barbarians at the accession of Hadrian;
  - (c) Lusitania, Assyria, Moesia, the migration of the Visigoths.

GROUP V. (Answer question 8 and either 9 or 10.)

8. Write notes on five of the following topics: Palaeolithic (Rough Stone) Age, Assyrian Atrocities, the History of Herodotus, the differences between the Greek and Roman Religion, *comitia tributa*, the Praetorian Prefect, the Meditations of Marcus Aurelius.
9. Name with a descriptive note the chief works of Greek sculpture that you could identify if they were shown to you. Tell to what period each belongs.
10. Name with a descriptive note the chief works of Roman architecture that you could identify if they were shown to you. Tell to what period each belongs.

#### DIVISION II: MEDIEVAL AND MODERN HISTORY.

GROUP I. (Answer one question only.)

1. Write fully on any two of the following persons: Peter the Hermit, Galileo, Charles the Fifth of Germany, Loyola.
2. State the causes for the rise of the Italian cities. For what was Genoa noted? Venice? Florence? Into what two great political parties did their citizens divide?

GROUP II. (Answer one question only.)

3. Why was the "Holy Alliance" formed? Who were its members? What did it attempt to do in Italy? In Spain? In America?
4. By what means did Richelieu create a strong France?
5. Give an account of the wars Russia has fought in her endeavor to get seaports and the results of each war.

GROUP III. (Answer one question only.)

6. How do you account for the "armed peace" of Europe, 1878-1914?
7. Compare the work of Cavour with that of Bismarck.

GROUP IV. (Answer two parts only of question 8.)

8. Mark on map 82b or 112b (giving both location and name):
  - (a) the Empire of Charlemagne after 800;
  - (b) the countries under Napoleon's control, 1810;
  - (c) Waterloo, Sedan, Campo-Formio, Clermont, Aix-la-Chapelle.

GROUP V. (Answer question 9 and either 10 or 11.)

9. Write briefly on five of the following topics: Diet of Worms, Truce of God, the struggle over investitures, Partition of Poland, Michael Angelo, Scholasticism, Oath of the Tennis Court.
10. What were the medieval guilds? What advantages did they bring to their members? Where did they flourish? What role did they play in town government?
11. Trace the origin and development of monasticism. How was this institution helpful to medieval society?

#### DIVISION III: MODERN EUROPEAN HISTORY.

GROUP I. (Answer one question only.)

1. Write fully on any two of the following persons: Charles James Fox, Marie Antoinette, Cavour, Louis Blanc.
2. Explain enlightened despotism and illustrate your answer from the work of as many enlightened despots as you can.
3. What series of events led up to the declaration of war by France against the European states in 1792?

GROUP II. (Answer one question only.)

4. Give an account of the principal events in the history of Japan since the Mikado became the real ruler of this State.
5. How did the British government become more democratic during the nineteenth century? Describe each step in the process.
6. Write a short essay upon the war of 1914, as suggested by the following words: Hindenburg, Joffre, Gallipoli, Anzac, the Marne, Liège, the Dobrudja, Venizelos, Lloyd-George, Douaumont, the Carpathians, conscientious objector, the Sussex, Bethmann-Hollweg, Erzerum. (It is not necessary that all these words should be introduced.)

GROUP III. (Answer one question only.)

7. Discuss as fully as possible the influence of the lack of sea power upon the policy of Napoleon I.

8. What is meant by a policy of imperialism? To what extent have France, Great Britain, and Germany been under the influence of this policy since 1850? Illustrate your answer from the history of one of these countries.
9. What motives had Great Britain for entering the war of 1914 which the United States did not have?

GROUP IV. (Answer two parts only of question 10.)

10. Mark on map 82b or 81b (giving both location and name):
  - (a) the chief ports of France and Germany;
  - (b) the ports of Asia under the control of European powers, designating the controlling power in each case;
  - (c) seven of the following places: Verdun, Varna, Blenheim, Antwerp, Saloniki, Austerlitz, Archangel, Folkestone, Algeciras, Cherbourg.

GROUP V. (Answer question 11 and either 12 or 13.)

11. Write notes upon five of the following topics: Jameson Raid, the discoveries of Lavoisier, Rousseau's Social Contract, the Congress of Verona, the Carlists, the Feminist Movement, the Boxer Rebellion, Duma.
12. "Great as were the achievements of the eighteenth century" (in the advance of natural science), "those of the nineteenth century were still more startling." Give an account of this scientific progress. By what agencies has it been carried on?
13. What is meant by "humanitarian legislation"? Illustrate your answer by examples and citations of European legislation since 1800.

#### DIVISION IV: ENGLISH HISTORY.

GROUP I. (Answer one question only.)

1. Write fully on any two of the following persons: Edward I, Alfred the Great, Thomas Becket, Henry V.
2. Beginning with the death of Edward III, trace the series of events that led up to the accession of Henry IV.

GROUP II. (Answer one question only.)

3. Write fully on any two of the following persons: Earl of Clarendon, Charles James Fox, Duke of Wellington, Sir Robert Peel.
4. State and explain the foreign policy of the Earl of Chatham.
5. Write the story of British occupation of and rule in Egypt.

GROUP III. (Answer one question only.)

6. Why did the Chartist movement take place in the first half of the nineteenth century? What were its demands? Were they reasonable?
7. How do you explain the demand for a protective tariff in England during the decade before the war of 1914? Was this demand justifiable?
8. Do you think the policy of England toward India has been just? Give reasons for your answer.

GROUP IV. (Answer two parts only of question 9.)

9. Mark on map 81b or 82b (giving both location and name):
  - (a) five of the following places: Malta, St. Helena, British Guiana, Hong Kong, Bermuda, Cyprus;
  - (b) five of the following places: Manchester, Hull, Salisbury, Queenstown, Stratford, Edinburgh;
  - (c) five of the following places: Blenheim, Gallipoli, Ladysmith, Kabul, Plains of Abraham, Aboukir Bay.

GROUP V. (Answer question 10 and either 11 or 12.)

10. Write notes on five of the following topics: Irish disestablishment, Treaty of Dover, "Bonnie Prince Charlie," the Black Death, prison reform, Laud's tyranny, "the great trek."
11. Trace the rise of English trade during the twelfth, thirteenth, and fourteenth centuries as suggested by the following topics: Norman Conquest, Crusades, rise of chartered towns, wool trade, fairs.
12. Trace the development of religious toleration in England.

#### DIVISION V: AMERICAN HISTORY.

GROUP I. (Answer one question only.)

1. Write the story of the establishment of the colony of Maryland. Why did the subject of religion become important in its government and how did the colony deal with it?
2. What were the important measures passed by Parliament between 1763 and 1775 which aroused the hostility of the American colonies? Give a brief account of the effect of two of these and of the conduct of the colonies in regard to them.
3. What was the embargo policy of Jefferson? What conditions was it intended to meet?

GROUP II. (Answer one question only.)

4. Give an account of two occasions when Daniel Webster played an important role in national politics.
5. State the date and manner of the various acquisitions of territory by which the United States reached its present boundaries in North America.
6. Sketch the public career of Grover Cleveland, stating the important political questions with which he was connected.

GROUP III. (Answer one question only.)

7. Was the United States right in declaring war against Mexico in Polk's administration? Give reasons in full to support your answer.
8. What mistakes were made by Congress in its reconstruction policy? State why you regard them as mistakes.
9. What arguments would you advance for or against the retention of the Philippine Islands?

GROUP IV. (Answer two parts only of question.)

10. Indicate on the map 175b (giving both location and name):
  - (a) the areas in the present boundaries of the United States which were first explored by the Spanish, French, and English, tracing the routes of two important Spanish explorations;
  - (b) the location and name of the following battlefields with the approximate date of the battle: Shiloh, Vicksburg, Camden, Cold Harbor, Gettysburg;
  - (c) the states admitted to the Union between 1812 and 1821.

GROUP V. (Answer question 11 and either 12 or 13.)

11. Write notes on five of the following topics: Mayflower Compact, Fundamental Orders of Connecticut, Articles of Confederation, Nullification in South Carolina, the Underground Railroad, Trent Affair, Greenback Party, Adamson Bill.
12. State accurately the method prescribed at present by the Constitution for the election of the president of the United States. What happens in case a candidate fails to get the majority of the electoral votes?

13. What has the government of the United States done to promote the construction of railroads?

**COMPREHENSIVE EXAMINATION—HISTORY.**

Thursday, September 20, 1917.

Selecting one of the five divisions, answer fully six questions as there required. Take about two hours of your time for these six questions.

If you have studied in your school course only one of these divisions, answer one, or two, or three additional questions from that division.

If, on the other hand, you have studied two or more of these divisions, answer three additional questions not in the division first selected.

Give dates, or approximate dates, where they are needed.

[Instructions for Old Plan Candidates: Candidates entering College by the Old Plan should answer the required six questions in each Division of History which they offer. At Yale and Princeton Division III (Modern European History) is not accepted under the Old Plan. The time allowed for a single Division under the Old Plan is two hours only.]

**DIVISION I: ANCIENT HISTORY.**

**GROUP I. (Answer one question only.)**

1. Write fully on any two of the following persons: Alcibiades, Demosthenes (the orator), Xenophon, Cleisthenes.

2. Trace the development of the Athenian Empire from the recall of Pausanias (478 B. C.) down to the Thirty Years' Truce with Sparta (445 B. C.).

**GROUP II. (Answer one question only.)**

3. Trace the series of events by which Rome became mistress of Southern Italy and Sicily.

4. Write fully on any two of the following persons: Crassus, Constantine the Great, Trajan, Jugurtha.

**GROUP III. (Answer one question only.)**

5. Discuss the accuracy of the statement: "The growth of luxury destroyed the Roman Empire."

6. Were the Athenians justified in condemning Socrates to death? Give reasons for your answer.

**GROUP IV. (Answer two parts only of question 7.)**

7. Mark on map 130b or 135b or 113b (giving both location and name):

(a) four places noted for excavations of the Cretan-Mycenaean civilization;

(b) any five from the following group: Cæsar's last victory over the senatorial forces; Hannibal's greatest victory over Rome; the chief seaport on the east coast of Italy; Hadrian's wall; the province of Asia; the extent of the Mohammedan dominions at the time of the battle of Tours;

(c) any five from the following group: a Greek colony in Gaul; the chief city of Assyria; Sparta's chief rival in the Peloponnesus; the victory won by Brasidas over Cleon; the defeat of the Carthaginians by Gelon of Syracuse; the battle of Cyrus the Younger and his Greeks with Artaxerxes.

**GROUP V. (Answer question 8 and either 9 or 10.)**

8. Write notes on any five of the following topics: *pax Romana*, Victory of Samothrace, Peace of Antalcidas, Edict of Caracalla, Book of the Dead, Huns, timocracy.

9. In what respects did Greek architecture differ from Roman architecture? What architectural remains of Roman greatness exist to-day?

10. What is meant by the statement: "Conquered Greece led captive conquering Rome"?

**DIVISION II: MEDIEVAL AND MODERN HISTORY.**

**GROUP I. (Answer one question only.)**

1. Write fully on any two of the following persons: Philip Augustus, Frederick Barbarossa, Lorenzo d' Medici, Erasmus.

2. What contributions to the development of the papal power were made by (a) Gregory VII, (b) Innocent III, and (c) Boniface VIII?

**GROUP II. (Answer one question only.)**

3. Historians have called the sixteenth century the period of the "greatness of Spain." Wherein was Spain pre-eminent during that century? How did she lose her pre-eminence?

4. Give an account of the reign of Louis XIV.

5. Give an account of the relations of Austria-Hungary to Italy during the nineteenth century.

**GROUP III. (Answer one question only.)**

6. Compare the Protestant revolt of the sixteenth century, as to causes and results, with earlier movements of protest or reform within the Roman Church.

7. Why did the revolution which overthrew the old régime in Europe begin in France rather than in some other European country?

**GROUP IV. (Answer two parts only of question 8.)**

8. Mark on map 81b or 82b or 112b (giving both location and name):

(a) the trade routes between Northern and Southern Europe in the time of the Hanseatic League, with the principal cities and towns on each route;

(b) the most important colonial possessions in the Western Hemisphere of France, England, and Spain, just before the outbreak of the Seven Years' War;

(c) Burgundy, Brandenburg, Sofia, Dantzig, Rouen, Solferino.

**GROUP V. (Answer question 9 and either 10 or 11.)**

9. Write notes on five of the following topics: oath of Strassburg, capitularies, Golden Bull, Albigenses, Italian despots, *Kulturkampf*, Congo Free State.

10. State how the civilization of Europe during the Middle Ages was affected by each of the following factors: invasions of the Northmen, Roman law, mendicant orders.

11. Describe the present government of the German Empire with particular reference to the powers of the Emperor, the composition of the legislature, and the position of the kingdom of Prussia.

**DIVISION III: MODERN EUROPEAN HISTORY.**

**GROUP I. (Answer one question only.)**

1. Tell the story of the struggle between England and France for supremacy in India.

2. Give an account of the reign of Catherine II of Russia.

3. Give an account of the cause of the French Revolution as suggested by the following words: *gabelle*, *corvée*, Diderot, free gift, *intendant*, Sieyès, *taille*, *lettres de cachet*, *parlement*, Handy Philosophic Dictionary, *Emile*, Turgot. (It is not necessary that all these words should be introduced.)

**GROUP II. (Answer one question only.)**

4. Tell the story of Bismarck's career down to 1866.

5. Write fully upon any two of the following persons:

Francis Joseph, Lord Palmerston, Maria Theresa, Victor Emmanuel II.

6. Tell the story of the Second Republic of France.

GROUP III. (Answer one question only.)

7. What governmental forms have the Continental nations borrowed from England during the nineteenth century? How does the constitution of the German Empire to-day differ from that of England?

8. Would you regard the extinction of the Turkish Empire as a blessing to the world? Give reasons for your answer.

9. Was the first Napoleon anything more than a talented military adventurer? What advantages did his rule bring to France and to other nations?

GROUP IV. (Answer two parts only of question 10.)

10. Mark on map 81b or 82b (giving both location and name):

(a) the chief manufacturing centres of England, France, and Germany;

(b) the colonies and dependencies acquired by England since 1815;

(c) the regions of Europe inhabited by peoples of the Latin, the Germanic, and the Slavic races respectively.

GROUP V. (Answer question 11 and either 12 or 13.)

11. Write notes on five of the following topics: the repeal of the Corn Laws, the *laissez faire* theory, taxation in France before 1789, the doctrine of Papal Infallibility, the theory of evolution, eighteenth-century painting, Voltaire.

12. What have been Germany's chief contributions to civilization in the nineteenth century?

13. Do you think that the economic changes in the past century have tended to increase or diminish the danger of war? Give reasons for your answer.

#### DIVISION IV: ENGLISH HISTORY.

GROUP I. (Answer one question only.)

1. Narrate the principal events of the careers of: (a) Richard the "Lion Hearted," or (b) Henry VIII.

2. Narrate the important facts in the controversy between Henry II and Thomas Becket. What was the importance of the controversy?

GROUP II. (Answer one question only.)

3. Write a story of the public career of: (a) Gladstone, or (b) Lord Salisbury.

4. State the important facts which led to the Reform Bill of 1832. How did the bill attempt to remedy abuses?

5. What important colonies did England develop in the nineteenth century? Give an account of the development of one of them.

GROUP III. (Answer one question only.)

6. Was the policy of Great Britain in defending the integrity of the Turkish Empire justifiable?

7. If you had been a voter in England would or would you not have supported Disraeli? Give your reasons.

8. Has England's foreign policy toward Germany since 1900 been justifiable?

GROUP IV. (Answer two parts only of question 9.)

9. Mark on map 121b or 81b or 82b (giving both location and name):

(a) Yorkshire, Kent, Devon, Northumberland, Oxford, Cambridge;

(b) five important commercial ports in the British dependencies;

(c) the possessions of England on the continent of Europe at the time when their extent was greatest.

GROUP V. (Answer question 10 and either 11 or 12.)

10. Write notes on five of the following topics: Canning's Foreign Policy; Catholic Emancipation Act; Staple Towns; Warwick the King-maker; Druidism; Petition of Right; Corn Laws.

11. Relation of the English Cabinet to Parliament.

12. What commercial policy was pursued by Cromwell and adopted by Charles II? Give the reasons for the adoption of this policy.

#### DIVISION V: AMERICAN HISTORY.

GROUP I. (Answer one question only.)

1. Write fully on any two of the following men: Daniel Boone, John C. Calhoun, James G. Blaine, Theodore Roosevelt.

2. What influences and events created in the American colonies a sentiment for independence during the period between 1774 and July, 1776?

3. What conditions of the Critical Period (1781-1787) convinced the people that a strong central government was necessary?

GROUP II. (Answer one question only.)

4. State definitely the provisions of the Compromise of 1850, showing that it was really a compromise.

5. Describe the westward movement during the generation after the War of 1812. What influence did this movement have upon national politics?

6. State the terms of the treaty concluded at the end of the Spanish-American War. What new problems were created for this country by the acquisitions thereby made?

GROUP III. (Answer one question only.)

7. Discuss the Dred Scott Decision.

8. What recent attempts have been made to restrict immigration? Should immigration be restricted? Justify your opinion on the question of putting further restrictions upon immigration.

9. Discuss the justice of the election of President Hayes.

GROUP IV. (Answer two parts only of question 10.)

10. Mark on map 81b or 175b (giving both location and name):

(a) the possessions of the United States to-day;

(b) the Louisiana Purchase, including doubtful territory;

(c) the Erie Canal, the Missouri Compromise Line, the Gadsden Purchase, Oregon according to the Treaty of 1846.

GROUP V. (Answer question 11 and either 12 or 13.)

11. Write briefly on five of the following topics: the Parsons's Cause, the Congressional caucus, Jefferson's Embargo, the Venezuela episode, the rise of the Republican party, Johnson's impeachment, free silver.

12. What is the place of the Cabinet in the American government? How does it differ from the place occupied by the English cabinet?

13. What has the national government done to conserve our natural resources? What are the reasons for the present movement for conservation?

C. H. Northcott's "Organization of Labor in War Time in Great Britain" is a good brief account of economic conditions and resources, and is full of suggestion for Americans.

## Publications of the Committee on Public Information Washington, D.C.

The committee was organized under an executive order of the President of April 14, 1917, and is composed of the Secretary of State, the Secretary of War, the Secretary of the Navy, and Mr. George Creel as civilian chairman. The work of the committee is organized under eight heads: (1) Publicity; (2) Civic and Educational Co-operation, of which Prof. G. S. Ford is chairman; (3) the Official Bulletin; (4) the Four-Minute Men; (5) Pictures, under the direction of Mr. W. A. Brady; (6) Posters, under the supervision of Mr. Charles Dana Gibson; (7) Press Censorship; (8) Newspapers.

Much historical information is contained in the publications of the committee, all of which are issued free of charge except the Official Bulletin and the pamphlet entitled, "The Battle Line of Democracy."

"How the War Came to America" is the title of a pamphlet of twenty-three pages which traces the traditional foreign policy of the United States, the relations between the United States and Germany in the early years of the war, the growing feeling of opposition to Germany's acts, the submarine crisis, and the declaration of war. This pamphlet is printed not only in English, but also in six foreign languages.

"The National Service Handbook" is issued primarily for reference use in libraries, schools and other organizations. In 246 pages it presents a large array of facts under fourteen headings, including domestic welfare, European war relief, religious associations, professional men and women, finances, industry, commerce and labor, agriculture and food supply, the civil service, the medical and nursing service, the army, the navy, aviation, and directories and bibliographies.

"The Battle Line of Democracy" (15 cents) contains extracts of a patriotic character from the prose and poetic writings of Americans and others, and similar selections upon the Great War.

"The War Message and Facts Behind It" is an excellent elucidation of the general statements appearing in the President's message of April 2, 1917. Appended to almost every sentence of the message is a recital of the facts and principles upon which the President's assertions are based. The notes are drawn not only from American experience with Germany during the war, but also from the expressions of Germans themselves.

In "The Nation in Arms," Secretary Lane answers briefly and pointedly the question, "Why Are We Fighting Germany?" and Secretary Baker tells by what war measures and purposes we propose to carry on the war.

"The Government of Germany," by Prof. C. D. Hazen, gives an analysis of the German and Prussian government in theory and practise, and finds in it support for the President's statements that "the Prussian autocracy was not and could never be our friend;" that it is the "natural foe of liberty," and that it is "an irresponsible government which has thrown aside all considerations of humanity and of right, and is running amuck."

"The Great War: From Spectator to Participant," by Prof. A. C. McLaughlin, is a reprint of the article which appeared in THE HISTORY TEACHER'S MAGAZINE for June, 1917. In it the writer traces the gradual change in the attitude of the United States toward the belligerent nations, and shows how the American people came to a realization

of the democratic ideal of the allies and the despotic ideal of the German Kaiser.

"American Loyalty by Citizens of German Descent" is a compilation of extracts from statements made by seven patriotic citizens. It is to be regretted that it did not include the remarkable letter written by Ex-Mayor Rudolph Blankenburg, of Philadelphia.

"Amerikanische Bürgertreue" is a German translation of the above pamphlet.

By far the most important of the publications of the committee is the "Official Bulletin." This is furnished free to postmasters and to the press, but its importance for the study of current history in the schools has scarcely received the recognition which it should. The Bulletin is issued from Washington daily except Sunday, and it contains from eight to sixteen pages, size 9½ by 12 inches. It is furnished to subscribers for \$5.00 a year. No investment of \$5.00 in other publications or books will prove of nearly as much value to classes in current events. The Bulletin contains the full text of many public documents, summaries of the work of governmental departments, an account of the progress of the war and excerpts from important speeches. A survey of the contents of the Bulletin for a single week (Monday, October 8 to Saturday, October 13) will give an idea of the character of the contents of the paper.

Monday's issue contains directions as to how letters should be addressed to soldiers, it gives a list of orators who will speak on the liberty loan campaign, a full page review of the military operations of the war for the week ending October 6, the weekly statement of the Federal Reserve Board, a brief statement of the proceedings of Congress, a very important resume of the government's activities showing the progress made in mobilizing the nation's resources since the declaration of war against Germany (four pages).

Tuesday's issue continues the above-mentioned resume, it gives the decree of the Uruguayan President for breaking relations with Germany, an account of progress on navy camps and drydocks is made by the Secretary of the Navy. A full account of the organization of the League for National Unity is printed. Other contents are orders issued by President Wilson, a list of the eighteen nations now at war with Germany, and the date upon which the declarations of war were made; Ambassador Sharp's account of his visit to American troops in France, extracts from an act to define, regulate, and punish the enemy; the liberty bonds as a good investment; new orders regulating the sale of coal; Red Cross rules for granting money relief to dependent families of United States soldiers; the cost of former wars to the United States and to other nations, and the cost of the present war; the protection of meat animals; the psychological test for men in training camps.

The Wednesday issue gives the text of telegrams from the German foreign office to Count Bernstorff. It shows the arrangements for bringing twenty food commodities under license control; it gives an account of the navy war-building program; details the organization of the national army; presents certificates showing the unprecedented gold supply of the United States, and it prints the statement of the French General Staff upon the failure of German resources.

The issue for Thursday, October 11, gives the arrangement of the fuel administration for an ample coal supply for the Pennsylvania Railroad; it presents regulations for the distribution of gifts to American sailors; extracts from Secretary Lane's speech for the liberty loan; a table of important financial advances by the United States to the Allies to September 20, 1917; hints to Red Cross home service workers; the President's proclamation concerning certain food necessities; reports of war recreation workers; and other extracts from the act relating to trading with the enemy.

Friday's number contains an account of Admiral Mayo's conference with allied naval officials; the settlement of the strike of copper miners; the President's approval of the price agreement on steel; details concerning the liberty loan campaign; how the food administration saved hundreds of cattle; Peru's reasons for her break with Germany; letter to President Wilson by Cardinal Gibbons and the President's reply; the completion of the highly satisfactory war truck; the text of the act providing for airships (concluded in the next day's issue).

The number for Saturday gives the order by which American steam vessels over twenty-five hundred tons were requisitioned; the aid given the Cuban sugar planters; amusements for soldiers; progress of the liberty bond sales; transfer of National Guard divisions; bituminous coal situation; medical service chiefs; list of government military reservations; an account of the leaflets issued by the government for permanent patriotic courses in public schools; the details concerning 13,000,000 pieces of wearing apparel shipped by the Quartermaster's Department of military camps.

#### THE WAR AND THE SCHOOLS.

President Lyon G. Tyler contributed to the William and Mary College Quarterly Magazine for June, 1917, a paper upon "The South and Germany," in which he repels the assertions made in certain northern journals that the present position of Germany is somewhat similar to the slaveholding aristocracy of the South at the time of the Civil War. He gives evidence to prove his assertion that the present righteous war with Germany represents far more closely the old South in 1861 than the old North of that time.

"How to Study the President's War Message" is treated in the October number of North Carolina "Education" (Vol. 12, No. 2, p. 11), by Mary C. Wiley.

"Missouri and the War" is an article contributed to the "Missouri Historical Review" for October, 1917 (Vol. 12, p. 22), by Floyd C. Shoemaker. The writer refers to the part which Missourians have played in the war up to the present time.

The American School Peace League will offer this year, as previously, two sets of prizes known as the Seabury Prizes for the best essays upon the following subjects: (1) "The Teaching of Democracy as a Factor in a League of Nations," opened to senior students in normal schools; (2) "How Should the World be Organized so as to Prevent Wars in the Future," opened to senior students in secondary schools. Three prizes of \$75, \$50 and \$25 will be given in each one of these subjects. The essays must be in the hands of the secretary, Mrs. Fannie Fern Andrews, 405 Marlborough Street, Boston, Mass., not later than March 1, 1918. Further information concerning the prizes can be obtained from Mrs. Andrews.

An interesting case of the co-operation of national officials is found in the series of "Lessons on Community and

National Life," to be published from October, 1917, to May, 1918, by the United States Bureau of Education. These lessons are based upon President Wilson's letter to school officers of August 23, and they have been prepared under the co-operation of Herbert Hoover, Food Administrator, and P. P. Claxton, Commissioner of the Bureau of Education. Copies of the lessons will be furnished at a low price to schools.

Secretary McAdoo's address before the American Bankers' Association at Atlantic City on September 28 has been printed by the Government Printing Office under the title, "The Second Liberty Loan." The Secretary gives a summary of German attacks upon American commerce and the taking of the lives of American citizens. He concludes from these acts that "we had to fight for our rights, and so it is that we are engaged in a righteous war—a war which we intend to bring to a successful issue by the organized might of this nation." Mr. McAdoo then reviews the financial operations of the government to September, 1917, and goes on to give a description of the second Liberty Loan.

The influence of the war in strengthening the demand for vocational education in European countries is pointed out by Anna Tolman Smith in Bulletin No. 36 for 1917 of the United States Bureau of Education. Probably the change in attitude toward vocational training is greater in England than in the other countries. Both France and Germany had made considerable progress toward the establishment of continuation schools and other vocational studies. England was far behind in this work. In the draft of English regulations the actual details of programs are left to local authorities, but in every case provision must be made for "disinterested studies making for wise living and good citizenship."

"The Conference on Training for Foreign Service" is the topic of Bulletin No. 37, 1917, of the United States Bureau of Education. The Bulletin gives an account of the first conference held in the United States for the specific purpose of discussing the problem of training for foreign service from the standpoint of government, business and education. The aim of the conference was to obtain a basis for an adequate course of instruction through the co-operation of the National Foreign Trade Council, the National Education Association, and the United States Bureau of Education. The Bulletin prints in full the papers presented at the conference in December, 1915, together with a verbatim report of the discussion.

"Opportunities for History Teachers: The Lessons of the Great War in the Class Room" is the title of Teachers' Leaflet No. 1, 1917, issued by the United States Bureau of Education. The pamphlet was prepared by four committees under the general direction of the National Board for Historical Service.

The Philadelphia School Mobilization Committee has been furnishing to the newspapers of the city a daily school lesson bearing upon the present bond campaign. The lessons contain about three hundred words each, and by the direction of the superintendent of schools are read at opening exercises in all the schools of the city. The topics of the daily lessons are as follows: "How We Entered the War," "Why We Entered the War," "What We Have Done in the War," "What Will Happen if Germany Wins," "What Will Happen if We Win," "Why Despotisms Favor War," "Why Democracies Hate War," "Why Money is Needed for War," "Raising Money by Taxes," "Raising Money by Bonds," "What a Liberty Bond Is," "Earning for Liberty Bonds," "Saving for Liberty

Bonds," "A Liberty Bond As An Investment," "In Partnership with the Government," "Where the Bond Money Goes—Army," "Where the Bond Money Goes—Navy," "Where the Bond Money Goes—Airplanes," "Where the Bond Money Goes—Merchant Ships," "Where the Bond Money Goes—Allies."

Upon the request of the United States Civil Service Commission, the attention of the readers of the MAGAZINE is called to the urgent need which the United States Government has for thousands of typewriter operators and stenographers. The Commission is greatly concerned that it cannot secure a sufficient number of persons trained in such work, and urges women and men to enter the service as a matter of duty. Examinations are held every Tuesday in four hundred and fifty of the principal cities of the United States. Information and application blanks can be obtained from the United States Civil Service Commission, Washington, or the secretary of the United States Civil Service Board of Examiners at Boston, New York, Philadelphia, Atlanta, Cincinnati, Chicago, St. Paul, St. Louis, New Orleans, Seattle, San Francisco, Honolulu and San Juan, Porto Rico.

#### MILITARY TRAINING IN SCHOOLS.

"Military Training of Youths of School Age in Foreign Countries" is discussed in United States Bureau of Education Bulletin, No. 25, 1917. In his introduction, Mr. W. S. Jesien states that "military instruction, of the exact nature and to the same extent as that given to soldiers, is not found in the schools of any country of Europe except the special military schools. Such training is confined everywhere to the period of active service, and no attempt has ever been made to impose upon the school the task of producing fully trained soldiers. In many countries having universal military service, the public schools provide for training boys in such elements of military training, and at the same time prepare them for the active service awaiting every young man. The attitude of foreign educators in the matter is well defined. They do not, as a rule, regard the military instruction as a successful substitute for the well-established systems of physical training and character building. They generally view it as an anomaly in the school system, justified only by the exigencies of national defense. The enthusiastic support they lend this work comes more from patriotic than from pedagogic motives. Occasionally, however, the beneficial effects of military training upon the moral and physical sides of boys' education are emphasized. Very marked results of this nature have been observed in Australia, which should have more than passing attention." The following outline of the prevailing system is taken from pages 7 to 9 of the pamphlet:

#### BRITISH EMPIRE:

ENGLAND.—Strictly voluntary work carried on by private agencies.

AUSTRALIA.—Military instruction compulsory for all boys from 12 to 18 years of age.

NEW ZEALAND.—Military instruction compulsory for boys over 14 years.

CANADA.—Military instruction carried on in voluntary cadet corps.

#### FRANCE:

Prescribed military instruction without arms, and rifle practice in elementary and higher elementary schools. Ages, 9 to 13 years; rifle practice limited to boys over 10 years of age. Specially trained instructors. Strong or-

ganizations carry on the work of military preparation among older boys.

#### GERMANY:

Voluntary organizations of older public school pupils and students of secondary schools. Training without arms. Decrees issued during the war provide for preparatory military training of all boys over 16 years of age.

#### AUSTRIA-HUNGARY:

AUSTRIA.—Voluntary organizations for military training of pupils of secondary schools, under Government protection. Optional rifle practice in the last two years of secondary schools.

HUNGARY.—Military training obligatory in the last three years of certain gymnasia designated by the Government. Voluntary rifle clubs in secondary schools. Military drill in primary schools.

#### SWITZERLAND:

Instruction in military gymnastics in elementary schools obligatory throughout the school age. Conducted by specially trained instructors. Voluntary rifle practice and military drill both with and without arms.

#### SWEDEN:

Compulsory rifle practice in public secondary schools for boys from 15 to 18 years of age. Given by special instructors.

#### NORWAY:

Voluntary rifle practice.

#### ITALY:

Military training given as obligatory subject in "national colleges." Private agencies provide for simple military drill for younger boys.

#### SPAIN:

No distinct military training is given. Some simple drill is included in the program of physical training.

#### PORTUGAL:

No military training is given in schools. The subject of "physical culture," which is taught generally, includes simple drill without arms. Boy Scout organizations are numerous.

#### RUSSIA:

Prescribed military gymnastics in elementary and secondary schools.

#### NETHERLANDS:

Military training given in voluntary organizations for boys over 15 years of age.

#### GREECE:

Very intensive military instruction is given in gymnasia, under the patronage of the King. Simple drill obtains in all public schools in connection with physical training.

#### JAPAN:

Military gymnastics obligatory in elementary, secondary, and normal schools.

#### MEXICO:

Obligatory military drill with arms in all primary and secondary schools. Regulated by State laws.

#### ARGENTINA:

Obligatory military training in the last two years of secondary schools. Specially trained instructors.

#### BOLIVIA:

Simple drill in connection with gymnastics.

## Notes from the Historical Field

Persons who read Professor Westergaard's article on the West Indies in the October number of the MAGAZINE will be interested to note that the Bureau of Foreign and Domestic Commerce of the United States Department of Commerce has recently issued a report showing the commerce between the United States and the West Indies, in which the facts prove that the United States sold to the West Indies in 1916 goods of greater value than was sold to the entire South American continent.

The subject of text-books for Catholic schools is discussed at length by Francis O'Neill in the "Catholic Educational Review" for October, 1917. The author gives a short sketch of text-book history in America and reaches the conclusion that "Catholic schools should be furnished with a complete series of texts written by practical teachers of Catholic training. A proposal is made for the calling of a representative body made up of experienced Catholic teachers to consider the preparation and publication of satisfactory text-books.

Prof. Arthur H. Basye, of Dartmouth College, has been granted leave of absence for the first term of 1917-18 to take the work in English history at the University of Minnesota, previously performed by Professor Notestein, who is thus released for work in Washington in connection with the Division of Educational Co-operation of the Committee on Public Information, Washington, D. C.

The very serviceable "Syllabus of Modern European History" which has been issued by members of the Department of History of Dartmouth College, appears this fall in a different form from heretofore. Previously the period covered extended from the fall of Rome to the close of the nineteenth century. The new syllabus has eliminated the medieval period and begins the story with the year 1500.

The September, 1917, number of the "Bulletin of the Metropolitan Museum of Art" is devoted to educational work in museums. The editor expresses the thought that the present demand for visual instruction and laboratory practise will lead to the much wider use of the opportunities for learning which the museums afford the schools. The topics developed in the paper include "Commercial Tendencies and an Aesthetic Standard in Education," "Correlating the Instruction Given in the Museum to a Community," "Non-technical Laboratory Work for the Students of the History of Art," "The Museum's Part in the Making of Americans."

A new edition of Elson's "History of the United States of America" has been brought out by the Macmillan Company. New material has been added in Chapters 34 to 36, giving details concerning the government of the insular possessions of the United States, the Panama Canal and the administrations of Taft and Wilson. The narrative of Wilson's administration closes with November, 1916. A suitable bibliography is appended, together with suggestions for the reader.

Dr. Avery W. Skinner, specialist in history of the New York State Department of Education, will continue this winter the series of conferences upon the teaching of history which was inaugurated last year. The conferences are held usually in high school buildings in different parts of the State, and cover the period from September, 1917, to April, 1918.

The "Catholic Historical Review" for October, 1917 (Vol. 3, No. 3), contains the following papers: "Origin of American Aborigines: A Famous Controversy," by Herbert F. Wright; "Virginia Declaration of Rights and Cardinal Bellarmine," by Gaillard Hunt; "The Church of Spanish American History," by Julius Klein; "Catholic Authorship in the American Colonies Before 1784," by William S. Merrill.

### NEW ENGLAND ASSOCIATION.

The annual fall meeting of the New England History Teachers' Association will be held on Saturday, November 3, at Simmons College, Boston. The session will open with the annual business meeting and election of officers. The general subject for discussion at the opening meeting will be "Modern Russian History and Its Conditions." Prof. R. H. Lord, of Harvard University, recently returned from Russia, will speak upon "Some Impressions of the Recent Russian Revolution," and Captain E. Hart, of New York, will give his "Experiences in the Russian Army."

Luncheon will be served in Simmons College, at which the guest of the Association will be the Rev. A. M. Rehbany, who will address the Association upon "The Share of the New American in Making History."

### IOWA SOCIAL SCIENCE TEACHERS.

The Iowa Society of Social Science Teachers will hold their regular session in connection with the Iowa State Teachers' Association on November 1, 2 and 3 at the West High School, Des Moines, Iowa. The following program has been arranged: Thursday, 2.00 p. m., "The Problems of Relative Values in Making the Course of Study in History," by Ernest Horn, Professor of Education, University of Iowa; paper (subject to be announced later), by Charles H. Meyerholz, Professor of Political Science, State Teachers' College; address, "Race, History and Economics in Disputed Territories in Europe," by James T. Shotwell, Professor of History, Columbia University, New York. Thursday, 6.00 p. m., president's address, Gilbert G. Benjamin, Professor of History, University of Iowa; Friday, 2.00 p. m., "Is There a Special Type of American History and Civics for the Rural Schools?" by Prof. Macy Campbell, State Teachers' College; discussion, by Miss Jenette Lewis, County Superintendent of Schools, Calhoun County, and Fred. D. Cram, County Superintendent of Schools, Cerro Gordo County; "What European Background Does An American History Course Require, and How Present It?" by Miss Genevieve Isherwood, High School, Davenport; discussion, by C. G. Lefel, Sioux City High School, and G. L. Kelly, Ottumwa High School; "The University High School Plan of Self-Instruction in History," by Miss Bessie L. Pierce, Instructor in History, University High School, Iowa City; topic open for general discussion. The officers of the Association are: President, Prof. G. G. Benjamin, of the University of Iowa; secretary, Miss Martha Hutchinson, of the West High School, Des Moines; chairman of the Executive Committee, Mr. Thomas Teakle, North High School, Des Moines. In addition to the topics presented at the meetings of the Society of Social Science Teachers, the following general topics of interest to history teachers will be presented in the general program of the State Teachers' Association: "Our Schools and the War," by Governor William L. Harding; "The American Schools and National Character," by President Henry Suzzallo, of the University of Washington; "Making An American," by State Superintendent A. M. Deyoe, and "An Educational Council Upon Teaching Civics and Training for Citizenship."

## Periodical Literature

BY GERTRUDE BRAMLETTE RICHARDS, PH.D.

"With the Boys in Camp," by Hilton Howell Railey in the "Independent" for October 6, begins a series of articles which historians a decade hence will find of value in their study of the Great War.

Professor Ogg's article on "Congress and the Conduct of War" in the "Review of Reviews" for September, is a brief study of the war powers of Congress, and how they have been exercised in the past wars in which our country has taken part.

"In a Tank at Messines Ridge," by Lieut. Z. of the British Army (October "Scribner's"), is the account of fighting in France during the winter of 1916-17.

Ruth Wright Kauffman's "The Woman Ambulance-Driver in France" in "The Outlook" for October 3 gives an insight into what is being accomplished by women in this rather unusual field of activity.

That Spain's attitude to the Allies is profoundly influenced by England's possession of Gibraltar is shown in Juan V. Alonso's article on "La Guerra y la actitud de Espana" in "Nuestro Tiempo" for July.

Viscount Bryce's article on "Great Men and Greatness" in the September "Fortnightly," is of value for teachers who are trying to interest younger pupils in the study of history.

The September "Contemporary Review" is of especial interest to historians because of the large number of contributions relating to aspects of the Great War. Among the most notable of these are: "The Future of Germany's Colonies," a double article, in which Sir H. H. Johnston argues that these be retained as partial indemnity for injuries inflicted on France and Belgium, while William Harbutt Dawson urges their restoration on the ground that to keep them would be but a petty act of retaliation; "Spain in the World's Debate," by A. F. Bell, who urges that Spain while acting in all sincerity, has been misled by German promises; "Morocco in War Time," by W. B. Harris, a justification of the French policy as shown toward Morocco and an exposition of Morocco's rather anomalous position; "India After the War," by J. Ramsay MacDonald, who argues that the English system in India is quite ruined, and a new phase of Indian policy is about to appear; and "The Ruthenian Question in Russia," by Semen Rapoport, a study of popular feeling in the southern provinces and an explanation of their desire for autonomy.

M. Daniel Zolla's article on "La Situation Agricole en France" in the "Revue des Deux Mondes" for August, is remarkably helpful in tone. France, he says, has over-developed her own resources, and is conserving supplies in a remarkably efficient way. She does, however, need certain staple products from abroad which she cannot herself provide.

"Some Aspects of the English Penal Institutions," by Anne Bates, in the "Journal of the American Institute of Criminal Law and Criminology" for September, is really only comments on observations, interviews and reading during a sojourn in London. According to Miss Bates, in physical condition English prisons fall below the best in America, but are superior to the worst.

Professor Vernon Kellogg, formerly an informal ambassador to the German Military Command in Flanders and

Northern France, writes of his experiences "At Von Bissing's Headquarters" in the October "Atlantic." He gives a vivid picture of the mistaken policy—even the stupidity of German rule in Belgium, and of the inability of the German mind to comprehend another sort of mentality than its own. The same magazine publishes "The Retinue," by Professor Katharine Lee Bates, one of the most notable war poems which has yet appeared.

"Prussia's Undemocratic Electoral System," by Donald Paige Frary in the October "Review of Reviews," points out that American people do not understand what democratizing Germany means, but that the proposed electoral reform in Prussia is near the heart of the problem as the backbone of the Hollenzollern rule is the antiquated Prussian electoral system which diminishes the power of the bourgeoisie and disfranchises the laboring class, and is not only unequal but irrational.

"A French Diplomat" in his "Portugal's Object Lesson to the United States" (October "Harper's"), states that "never in any European country has the problem of the army and democracy, the same problem which the United States has to solve to-day, been propounded more clearly and in a more theoretical guise than in Portugal." How Portugal met this problem is full of suggestions to the American citizen to-day.

Stanley Washburn writes on "Russia from Within" in the "National Geographic Magazine" for August. The illustrations for this article are no less valuable than the author's interpretation of the attitude of the common people.

### STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912,

of THE HISTORY TEACHER'S MAGAZINE, published monthly, except July and August, at Philadelphia, Pa., for October 1, 1917.

State of Pennsylvania, } ss.  
County of Philadelphia. } ss.

Before me, a notary public in and for the State and county aforesaid, personally appeared Albert E. McKinley, who, having been duly sworn according to law, deposes and says that he is the managing editor of THE HISTORY TEACHER'S MAGAZINE, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher, McKinley Publishing Co., Philadelphia, Pa.  
Editor, Albert E. McKinley, Philadelphia, Pa.  
Managing Editor, Albert E. McKinley, Philadelphia, Pa.  
Business Manager, Carl Little, Philadelphia, Pa.

2. That the owners are:

Albert E. McKinley, Philadelphia, Pa.  
Charles S. McKinley, Philadelphia, Pa.

3. That the known bondholders, mortgagees and other security holders owning or holding one per cent. or more of total amount of bonds, mortgages, or other securities are: None. (Signed) ALBERT E. MCKINLEY.

Sworn to and subscribed before me this 20th day of September, 1917. JULIA M. O'BRIEN, Notary Public.

## BOOK REVIEWS

EDITED BY PROFESSOR WAYLAND J. CHASE,  
UNIVERSITY OF WISCONSIN.

ALLEN, GEORGE H.; WHITEHEAD, HENRY C., AND CHADWICK,  
ADMIRAL F. E. *The Great War. Vol. II. The Mobilization  
of the Moral and Physical Forces.* Philadelphia:  
George Barrie's Sons, 1916. Pp. xxii, 494. \$6.00.

This is the second volume of the first pretentious series on the history of the war to be published in America. The first volume dealt with its causes. This second volume starts with four chapters treating the "Moral Forces" in the various states in the few years just before the war. Here is given an account of the diplomatic negotiations preceding the outbreak. Then follow seven chapters giving the history and description of the military organizations and armies of the various belligerents and another chapter on their naval forces. The last two chapters describe the mobilizations of financial and military forces.

In preparing this work the authors have met great difficulties. The events are too near the present time for good historical perspective, and absolutely complete documentary evidence is of course not yet to be had. But the mass of primary sources is already so enormous as to preclude any three scholars from studying it methodically and in a leisurely manner within the time they have had at their disposal. Considering these great difficulties, the authors have done remarkably well. Doubtless other books will later supersede this, but meanwhile an excellent account is made available for those who wish it in one set of books. The first part of the book is most interesting. As a whole the book is impartial, well written, and interesting. Other books deal better with some phases of the subject, but this one will doubtless be a useful work of reference and prove worthy of purchase by librarians.

Ohio State University.

CLARENCE PERKINS.

CHITWOOD, OLIVER PERRY. *The Immediate Causes of the Great War.* New York: Thomas Y. Crowell Co., 1917. Pp. 196. \$1.35, net.

Several authors have already given detailed accounts of the diplomatic negotiations just preceding the outbreak of the war, but owing to the great complexity of the problems many persons may still be confused as to the issues and responsibility. Professor Chitwood does not attempt an exhaustive treatise such as Stowell's "The Diplomacy of the War of 1914." First, he devotes a chapter to a very brief survey of some indirect causes before 1914. Then he discusses the assassination of Francis Ferdinand, and follows the diplomatic negotiations from July 23 to the outbreak of the war. He then gives a brief survey of reasons for Japan, Turkey, Italy, and the lesser belligerents entering the war. There is no reference to the entrance of the United States. He closes with a series of questions to help in fixing the responsibility for the war, but refers for their answers to the previous text. He concludes that the war was largely due to the failure of the diplomats to understand each other, to their carrying the game of bluff too far.

Professor Chitwood maintains an attitude of studied impartiality. Recent disclosures have made it possible to make far stronger assertions than he ventures, for example with regard to the complicity of Germany in sending the Austrian ultimatum to Serbia. It seems to the reviewer that he is almost too careful to avoid disclosing his own views and drawing correct conclusions from the data he lays out before the reader. In the reviewer's opinion

there undoubtedly was some bluff on the part of nearly every disputant, but Austria and Germany were primarily responsible because they created a crisis that was almost certain to lead either to a great diplomatic victory for themselves or to a general war.

The book is on the whole a very good compilation, convenient for use by college students and the more mature high school pupils. It is worthy of purchase by librarians and teachers.

CLARENCE PERKINS.

Ohio State University.

RIDDELL, WILLIAM RENWICK. *The Constitution of Canada.* New Haven: Yale University Press, 1917. Pp. 170. \$1.25.

These four chapters give an excellent bird's-eye view of the subject they treat. They are written in a style authoritative but sufficiently popular for the general reading public and the text is abundantly supported by critical notes. The author reflects the increasingly popular feeling that we have too long emphasized the differences in feeling between the English-speaking peoples, differences which have been allowed to obscure a fundamental unity of history and ideals. The first two chapters are historical and critical. In the last two, far the more interesting portion of the book, an exposition is made of the actual working of the Canadian Constitution and comparisons and contrasts with our own fundamental law are described. The historical grounds for these differences of practice are pointed out in a way highly valuable for the student of comparative government. These lectures rank among the best of the lectures which have been given at Yale on the Dodge Foundation.

CHESTER LLOYD JONES.

University of Wisconsin.

ALTSCHUL, CHARLES. *The American Revolution in Our School Text-books.* New York: The George H. Doran Co., 1917. Pp. 168.

A New York business man observing that there has been in this country for a long time a very strong pro-French sentiment, but no such broad and popular manifestation in favor of the English, wondered why in this world upheaval our sympathy did not go most largely to the nation whence we have drawn our language, the majority of our customs, our political liberty and tradition. Conjecturing that the explanation might be found in the way the story of the American Revolution was told in school histories of twenty years ago, he sought to discover whether "the history of the greatest event in the life of our nation has been taught in the spirit of fair and impartial inquiry for the facts of the case, or in a one-sided manner apt to implant prejudice." Having ascertained what were the forty text-books most in use twenty or more years ago in the three lowest grades in which American history was taught, he compared their treatment of the Revolutionary period with that given to it by the fifty-three text-books now most used. The result of this investigation is presented in this book which is made up largely of grouped extracts revealing the character of the treatment which typical text-books have given. An examination of these extracts seems to support the author in these conclusions:

"The great majority of history text-books, used in our public schools more than twenty years ago, gave a very incomplete picture of general political conditions in England prior to the American Revolution, and either did not refer at all to the great efforts made by prominent Englishmen in behalf of the Colonies, or mentioned them only casually.

"The number of separate history text-books which gave this incomplete picture was not only much larger than the

number of those giving more complete information, but the former circulated in many more communities throughout our country than the latter.

"The public mind must thereby have been prejudiced against England.

"The children now studying American history in the public schools have a far greater number of text-books available which give relatively complete information on this subject; but the improvement is by no means sufficiently marked to prevent continued growth of unfounded prejudice against England."

Here is food for thought for all who desire that truth rather than error shall be promulgated through the teaching of history. The introduction of this book is from the pen of Professor Shotwell, of Columbia University.

**MADELIN, LOUIS.** *The French Revolution.* New York: G. P. Putnam's Sons, 1916. Pp. 662. \$2.50, net.

This work appears in Funck-Brentano's series, "The National History of France." It received the Gobert Prize from the French Academy, a signal honor. The author disclaims any intention to write a school text-book or a learned work. Obviously a complete history of the Great Revolution from 1789 to 1800 could not be included in a single volume. What M. Madelin has done is to draw a series of wonderful word pictures of the great events connected by a narrative and interpretation based upon the latest modern research. For his material he has drawn not only upon the great collections of sources, but upon the vast collections of memoirs, journals, notes, and especially letters of the time.

Though the author's attention has been directed chiefly to the political history of the Revolution, and he has not taken up the details of negotiations and campaigns, he has not altogether lost sight of the social and economic phases of the Revolution. He has usually been unprejudiced, though he does not hesitate to criticize men and policies with biting words. For the average high school pupil, the language of the book is likely to be too difficult. But the thrilling pictures of events may well be appreciated by the more mature. It is a scholarly work written in a brilliant style, an unusual combination. The general reader will find it delightful reading.

CLARENCE PERKINS.

Ohio State University.

**NIDA, WILLIAM L.** *Story of the World War for Young People.* Oak Park, Illinois: Hale Book Co., 1917. Pp. 128. 30 cents.

As a response to the widespread demand of teachers for a book to assist them in interpreting this war to their pupils, this concise and simple story of the first three years of the great conflict is offered. Introduced by short chapters sketching the rise of the German Empire, the ambitions of its ruler and the recent history of the Balkan countries, the narrative treats of immediate causes, and the beginnings of the war, the campaigns by years with supplementing chapters on methods of warfare and noteworthy events down to mid-summer of this year. Our country's entrance is described, the reasons are well set forth, largely in the words of one of the addresses of Secretary Lane, and the significance of our participation is brought home to the reader. The story is vigorously and plainly told with due regard for fact and without undue passion. It is in large type, within paper covers, and is without maps or illustrations. It seems best adapted to the upper grammar and lower high school grades.

**LATOURETTE, KENNETH SCOTT.** *The Development of China.* New York: Houghton Mifflin Co., 1917. Pp. 273. \$1.75.

A review of the development of so large an area as China from the earliest times to the present is attempted in this small volume. The discussion must of course be summary, so summary that the reader is often left with a feeling that he has had a door opened before him only to see it suddenly closed. After all, if the author seeks to stimulate his reader to a wider interest in China, perhaps this is an effective method.

After a sketch of the geography of China, the author passes in rapid review the dynastic changes which have marked its history, and even more hurriedly the cultural developments. The recurring discussions of religious movements give a fairly complete picture of the development of the chief faiths which have influenced Chinese life. Chinese art receives but scant attention. Commerce, the official class organization and education are given brief but clear characterization. There is an interesting discussion of the development of the written language.

The last third of the book discusses the developments since the opening of the country to western influences. It is here particularly that the reader feels that the discussion is so sketchy that clearness of outline is sacrificed. In the closing chapter the problems now confronting China are treated. The author has confidence in the natural abilities of the people; he shares the hope that China may successfully resist the forces of disintegration which surround her, but the list of difficulties which she must overcome is discouraging.

CHESTER LLOYD JONES.

University of Wisconsin.

**GIBBONS, HERBERT ADAMS.** *The New Map of Africa.* New York: The Century Co., 1916.

According to his preface, Mr. Gibbons aims to bring clearly before us "the forces that have driven Europe to war," and "the issues that the war is bringing to a clearer light," so far as Africa is concerned, as well as "the facts concerning Africa essential to the student of contemporary European history." The German, Belgie, Italian and Portuguese colonies receive adequate space on the whole, the Spanish colonies decidedly inadequate; Liberia and Abyssinia all probably they are entitled to. Too little space is, however, given to the French colonial empire, a phase of African development about which we would readily learn more, and too much to such well-known topics as the Boer War, Egypt and the Soudan. We agree with another reviewer ("American Historical Review," July, 1917, pages 873-875) that a better chronological arrangement of the chapters would make less confused the colonial development the author is describing. Egypt and the Soudan should be together, not far apart and in the wrong order; South Africa and Rhodesia belong side by side. Mr. Gibbons expects us to have his "New Map of Europe" at hand to fill in "the European side" to African events, and his expectations are perhaps justifiable. Both of his titles suggest, however, the potential rather than the perfect in tense, since we are not inclined to accept anything as conclusively settled at present about the new maps of either continent, particularly of Africa. Events in Egypt, Morocco, German Africa and South Africa, taking place apparently while this book was in preparation, changed the African situation, and would probably have affected the author's conclusions. The statement, too (p. 490), "Her [Russia's] attitude toward Poland and toward the Jews is as abominable as it was before the war," might well have caused some dispute even in November, 1916, and Russia certainly has moved forward since then. The maps are not

as clear nor as accurate as we might expect. The persistent use of italics in the text gives somewhat of a polemical cast. The book cannot be the last word on the phase of colonial development it describes because that phase is not ended, though perhaps near an end; it cannot reveal clearly the network of colonial diplomacy because many of its threads are unknown yet to any save the weavers thereof. With due regard for these inevitable limitations it has, however, a useful place in the political literature of the present time.

ARTHUR I. ANDREWS.

PEARSON, FRANCIS B. *Reveries of a Schoolmaster*. New York: Charles Scribner's Sons, 1917. Pp. 203. \$1.00.

A gentle and agreeable philosophy permeates these reveries, and they range over a wide field of human interest and reflect the author's long experience as a teacher. They are far from aimless since this schoolmaster sticks to his trade even when he exchanges the ferule for the pen, for he would make others, especially his fellow teachers, profit by his experiences. So with homely wit and pleasant play of fancy he punctures this educational theory or extols that, every chapter having its moral, and abounding with cheeriness and human sympathy. Sometimes this wisdom seems platitudinous, but often it is keen, stimulating and enjoyable.

ROBERTS, PETER. *Civics for Coming Americans*. New York: Association Press, 1917. Pp. 118. 50 cents.

This book is intended for use with classes composed of immigrants who are seeking naturalization. In the form of answers to questions the important features of our local, State and national governments are concisely described. There are chapters also upon our rights, democracy, taxes, voting and parties. The book would seem to be very well adapted for its purpose the only qualification being that the language is not always as simple as might be necessary for those who are just acquiring the ability to read English. S.

WRIGHT, CHARLES H. C. *A History of the Third French Republic*. Boston: Houghton, Mifflin Co., 1916. Pp. 206. \$1.50, net.

During the later years of the nineteenth century, and even later, many Americans may have felt that France was a decadent country, no longer a great power of first rank. This impression was not unnatural considering the débâcle of 1870, the political corruption and scandals, and the disgraceful features of the Dreyfus affair, the importance of which was magnified by the pessimistic clamor of grumbling Freshmen. But during the past five years most unprejudiced Americans have come to the conclusion that France has tremendous reserves of strength, and has been developing slowly but surely toward real democracy in government and society based upon sound education of the masses. Professor Wright has drawn a fine picture of this political evolution through which France has been passing. Without giving too much detail he has told the significant facts concerning the internal history of France, 1870-1914. French foreign and colonial policies have not been neglected. He does not disguise the unfavorable things, but is optimistic in his views of French progress. Altogether the book is extremely illuminating as well as very readable. Though the language is slightly difficult for the younger high school pupils, the book will be very valuable for reference.

CLARENCE PERKINS.

#### CURRENT PERIODICAL ARTICLES ON THE TEACHING OF HISTORY.

##### LISTED BY W. L. HALL, OF THE NEW YORK STATE LIBRARY.

B[ell], J. C[arleton]. Abstracts and Reviews. "The Journal of Educational Psychology," VIII (May, 1917), 311-316.

B[ell], J. C[arleton]. "The Historic Sense." "The Journal of Educational Psychology," VIII (May, 1917), 317-318.

Bell, J. Carleton, and McCollum, D. F. "A Study of the Attainments of Pupils in United States History." "The Journal of Educational Psychology," VIII (May, 1917), 257-274.

Hegeman, Alma. "Captain John Smith." "Atlantic Educational Journal," XIII (September, 1917), 18-25.

Holmes, Ida H. "American History in Elementary Schools." "Journal of Education," LXXXVI (September 20, 1917), 264-265.

Konopak, Hester H. "History Lesson: The Capture of Vicksburg." "Atlantic Educational Journal," XIII (September, 1917), 16.

Masner, Olie. "The Story of Columbus." (A play for Columbus Day.) "Normal Instructor and Primary Plans," XXVI (October, 1917), 58, 87.

Merritt, L. Eveline. "Studies of Famous Pictures and Statues Pertaining to American History. Opening of the Erie Canal—C. Y. Turner." "School News," XXXI (October, 1917), 84-86.

Myers, Garry C. "Delayed Recall in History." "The Journal of Educational Psychology," VIII (May, 1917), 275-283.

National Board for Historical Service. "Opportunities for History Teachers. The Lessons of the Great War in the Classroom." United States Department of the Interior. Bureau of Education. (Teacher's Leaflet No. 1, 1917.)

Robson, Ethel H. "Making History Concrete." "Normal Instructor and Primary Plans," XXVI (October, 1917), 48-49, 85.

Sackett, Leroy W. "A Scale in Ancient History." "The Journal of Educational Psychology," VIII (May, 1917), 284-293.

Stoddard, W. B. "Teaching History from a Numismatic Collection." "Popular Educator," XXXV (October, 1917), 93.

#### BOOKS ON HISTORY AND GOVERNMENT PUBLISHED IN THE UNITED STATES FROM AUGUST 25 TO SEPTEMBER 29, 1917.

##### LISTED BY CHARLES A. COULOMB, PH.D.

###### AMERICAN HISTORY.

Abbott, Carlisle S. *Recollections of a California pioneer*. N. Y.: Neale Pub. Co. 235 pp. \$1.25, net.

Altschul, Charles. *The American Revolution in our school text-books*. N. Y.: Doran. 168 pp. \$1.00, net.

Birdsall, Ralph. *The story of Cooperstown*. Cooperstown, N. Y.: A. H. Christ Co. 425 pp. \$1.50, net.

Boltwood, Edward. *The history of Pittsfield, Massachusetts, from the year 1876 to the year 1916*. Pittsfield: City of Pittsfield. 387 pp. \$4.50.

Calhoun, Arthur W. *Social history of the American family from the colonial times to the present*. Vol. 1, colonial period. Cleveland, O.: A. H. Clark Co. 348 pp. \$5.00, net.

Gunn, John M. *Schat-chen; history [etc.] of the Quere Indians*. Albuquerque, N. M.: Albright and Anderson. 222 pp. \$1.50, net.

Hanna, Mary A. *Trade of the Delaware District before the Revolution*. Northampton, Mass.: Smith College. 240-348 pp. 50 cents.

Hartwell, E. M., and others, compilers. Boston and its story, 1630-1915. Boston: City Printing Dept. 200 pp. \$1.00, net.

Hockett, H. C., and Schlesinger, Arthur. A syllabus of U. S. History, revised edition. Columbus, O.: Champion Press. 93 pp. 60 cents.

Inderwick, James. Cruise of the United States brig Argus in 1813. Journal of James Inderwick. N. Y.: N. Y. Public Library. 25 pp. 10 cents.

Keith, Charles P. Chronicles of Pennsylvania from the English revolution to the peace of Aix-la-Chapelle, 1688-1748. 2 vols. Phila.: Patterson and White Co., 140 N. 6th St. \$5.00.

MacElroy, Mary H. Work and play in colonial days. N. Y.: Macmillan. 163 pp. 40 cents, net.

Murray, Louise W. The story of some French refugees and their "Azilum," 1793-1800. 2d edition. Athens, Pa.: The author. 154 pp. \$3.00, net.

New Haven Colony Historical Society. Ancient Town Records. New Haven, Ct.: [The Society]. 548 pp. \$5.00.

Sabin, Edwin L. Opening the west with Lewis and Clark. Phila.: Lippincott. 278 pp. \$1.25, net.

Sherwood, Herbert F. Historic places in New England. N. Y.: N. Y., N. H. & Hartford R. R., Gen. Pass. Dept. 60 pp.

Vespucci, Amerigo. Lettera di Amerigo Vespucci della isole nuovamente trovate in quattro suoi viaggi (1504); reproduced in fac-simile from the . . . copy in the Princeton Univ. Library. Princeton: Princeton Univ. Press. 32 pp. 75 cents, net.

Waters, Wilson. History of Chelmsford, Mass. Lowell, Mass.: Courier-Citizen Co. 893 pp. \$5.00.

## ANCIENT HISTORY.

Davies, Norman de G. The tomb of Nakht at Thebes. N. Y.: Metropolitan Museum of Art. 25 + 79 pp. \$20.00.

Migeod, F. W. H. Earliest man. N. Y.: Dutton. 132 pp. \$1.50, net.

Webster, Hutton. Early European History. N. Y.: Heath. 715 pp. \$1.60, net.

Wild, Laura H. The evolution of the Hebrew people. N. Y.: Scribner. 311 pp. (5½ pp. bibl.). \$1.50, net.

## ENGLISH HISTORY.

Hotblack, Kate. Chatham's colonial policy. N. Y.: Dutton. 219 pp. \$2.50, net.

## EUROPEAN HISTORY.

Fanning, Clara E. Russia, history and travel; a study outline. White Plains, N. Y.: H. W. Wilson Co. 28 pp. (3 pp. bibl.). 25 cents.

McLaren, A. D. Peaceful penetration. N. Y.: Dutton. 224 pp. \$1.50, net.

Pollak, Gustav. The House of Hohenzollern and the Hapsburg monarchy. N. Y.: N. Y. Evening Post. 107 pp. 50 cents.

## THE GREAT WAR.

Aldrich, Mildred. On the edge of the war-zone. Boston: Small, Maynard. 311 pp. \$1.25, net.

Barbusse, Henri. Under fire. N. Y.: Dutton. 258 pp. \$1.50, net.

Bell, Ralph W. Canada in war-paint. N. Y.: Dutton. 208 pp. \$1.25, net.

Cammaerts, Emile. Through the iron bars (two years of German occupation in Belgium). N. Y.: John Lane. 72 pp. 75 cents, net.

Coleman, Frederick. With cavalry in the great war. Phila.: Jacobs. 302 pp. \$1.50, net.

Desson, Georges. A hostage in Germany. N. Y.: Dutton. 145 pp. \$1.50, net.

Doyle, Arthur Conan. A history of the Great War. Vol. 2. The British campaign in France and Flanders, 1915. N. Y.: Doran. 257 pp. \$2.00, net.

Hennebois, Charles. In German hands [the diary of a prisoner]. N. Y.: Dutton. 254 pp. \$1.50, net.

Lange, Christian L. Russia, the revolution and the war. Wash., D. C.: Carnegie Endowment for Internat. Peace. 26 pp. Gratis.

Lintier, Paul. My '75; reminiscences of a gunner . . . in 1914. N. Y.: Doran. 311 pp. \$1.35, net.

Magnus, Leonard A. Pros and cons in the great war. N. Y.: Dutton. 396 pp. (9 pp. bibl.). \$2.00, net.

Nobbs, Capt. Gilbert. On the right of the British line. N. Y.: Scribner. 236 pp. \$1.25, net.

Waddington, Mary K. My war diary. N. Y.: Scribner. 373 pp. \$1.50, net.

## MEDIEVAL HISTORY.

Wiener, Leo. Contributions towards a history of Arabico-Gothic culture. Vol. 1. N. Y.: Neale Pub. Co. 301 pp. \$3.50, net.

## MISCELLANEOUS.

Gray, L. H., and Moore, G. F., editors. The mythology of all races. Boston: Marshall, Jones Co. 13 vols. Each \$6.00.

Melius, Louis, compiler. The American Postal service. Wash., D. C.: [The compiler]. 108 pp. 75 cents.

Niemeyer, Nannie. Stories for the history hour; from Augustus to Rolf. N. Y.: Dodd, Mead. 253 pp. \$1.25, net.

Roper, Daniel C. The United States post office. N. Y.: Funk and Wagnalls. 382 pp. \$1.50, net.

## BIOGRAPHY.

Meigs, William M. The life of John Caldwell Calhoun. In 2 vols. N. Y.: Neale Pub. Co. 456, 478 pp. \$10.00, net.

Claiborne, W. C. C. Official letter books of W. C. C. Claiborne, 1801-1816. 6 vols. Jackson, Miss.: Democrat Print. \$30.00.

Pease, Margaret. Jean Jaures, socialist and humanitarian. N. Y.: Huebsch. 157 pp. \$1.00, net.

Gordy, Wilbur F. Abraham Lincoln [for young readers]. N. Y.: Scribner. 266 pp. 75 cents, net.

Grisar, Hartmann. Luther. Vol. 6. St. Louis: Herder. 557 pp. \$3.25, net.

Mosby, John S. The memoirs of Col. John S. Mosby. Boston: Little Brown. 414 pp. \$3.00, net.

Fisher, Charles D. Petrarch. N. Y.: Oxford Univ. 36 pp. \$1.00, net.

Warren, James, and others. Warren-Adams letters. Vol. 1, 1743-1777. Boston: Mass. Hist. Soc. 411 pp. \$3.00.

Bleackley, Horace W. Life of John Wilkes. N. Y.: John Lane. 464 pp. \$5.00, net.

Hammer, S. C. William the Second [of Germany]. Boston: Houghton, Mifflin. 272 pp. \$1.50, net.

## GOVERNMENT AND POLITICS.

Bennion, Milton. Citizenship; an introduction to social ethics. Yonkers, N. Y.: World Book Co. 181 pp. \$1.00.

Cloyd, David E. Civics and citizenship. Des Moines, Ia.: [The author]. 40 pp. (4 pp. bibl.). 15 cents.

Macdonald, James A. The North American Idea. N. Y. and Chicago: Revell. 240 pp. \$1.25, net.

Millspaugh, Arthur C. Party organization and machinery in Michigan since 1890. Balto.: Johns Hopkins Press. 189 pp. \$3.50.

Ray, P. Orman. An introduction to political parties and practical politics. New and revised edition. N. Y.: Scribner. 628 pp. (bibl.). \$1.60, net.

Russell, Bertrand A. W. Political ideals. N. Y.: Century Co. 172 pp. \$1.00, net.

Wallace, D. Duncan. The government of England, national, local, and imperial. N. Y.: Putnam. 384 pp. \$2.00, net.

Sister M. Ruth contributes to the October number of the "Catholic Educational Review" (Vol. 14, No. 3) an interesting paper upon "The Means of Training for Citizenship in the Colonial and Transitional Schools of Our Country."

## Outline Maps of the Great War

THERE have recently been added to the **McKINLEY SERIES OF OUTLINE MAPS**, six special maps for use in the study of the Great War:

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